

trement by following the directions of a popular nostrum.

In the second instance we failed because we had too much lawyer and not enough merchant in the lecture room. We should, learned and eloquent lecturers, that could not fail of being appreciated by the legal profession, but these as far exceeded the comprehension of the merchant as our former course came short of meeting his demands.

There remained an alternative, that is, to unite the learning and law of the attorney with the practical knowledge of the intelligent business man with mercantile customs and usages in one office, and thus produce the "Law Merchant" or "Merchant Law." Viewing law from the professional standpoint, there is a vast amount of knowledge in which the business man has little interest. Though this is strictly true, nevertheless it requires a thorough knowledge of law and the special requisites of the business man to enable the lecturer to successfully lecture that little that it does to practice his profession. In this instance it requires more skill and prudence to determine what not to teach than it does what to teach.

Commercial law is to the business man just what tools are to the mechanic. It is an efficient instrumentality or means, if properly understood, designed to keep a business man out of law, as it teaches him his own rights, and the character and legal bearing of his liabilities and acts toward others. Having thus permitted, permit me to proceed to the subject just mentioned, to the mode of treating the subject. I arrange the several topics as designed to be taught in the order they will come up in the lectures, thus:

I.

COMMERCIAL LAW AS A CONSTITUENT PART OF A BUSINESS MAN'S EDUCATION.

CONTRACTS IN GENERAL.

III.

CONTRACTS OF SALE, &c.

Before taking up the topic, I prepare myself as thoroughly as I were going to deliver a lecture to an intelligent audience of business men in Cooper Institute. Everything is methodically arranged with reference to the single point or subject under consideration. I may deliver two lectures before completing this division, and I proceed thus from subject to subject until I shall have completed the entire course, consisting of contracts in general, contracts of sale, contracts of freight, contracts with common carriers, &c. First, a general and mercantile insurance, with such other subjects as bear a bearing on mercantile contracts, liabilities in general, foreign and domestic bills of exchange, promissory notes, bonds, coupons and other sealed obligations; set-off, reciprocal, principals and agent, principal and security, corporations, &c. with such subjects as may be of practical utility to the business man, and enable the merchant to understand his rights and responsibilities. At the conclusion of each lecture we institute a rigid examination of the class and evaluate the art of responding in session.

Question. I desire a sample of questions and answers for the purpose of conveying an idea of our plan, and for that purpose have selected Topic No. two.

Question. J. Jones. What is a contract?

Answer. Class A contract is a mutual agreement between two or more parties to do or leave undone, to perform or leave unperformed, some duty, work or thing for a lawful consideration.

Q. What do you understand by the term mutual?

A. That the agreement takes place at one and the same time with both parties, and that it is equally and reciprocally binding on each of the parties entitled.

Q. What are the prerequisites of a contract?

A. That he should be twenty-one years of age, sound of mind and capable of doing the thing proposed to be done.

Q. For how long is said to be twenty-one years of age?

A. For all ordinary purposes, when he holds himself out to the world as such, and transacts business as men do who are twenty-one, and two men of ordinary judgment would take him to be so old.

Q. When is he said to be sound of mind?

A. When he transacts business with reference to a given subject, and there is a connection between the thing done and the thing he proposes to do.

Q. When is he said to be capable of doing the thing proposed to be done?

A. When the thing proposed to be done is within the range of human possibility, i. e., when it is physically, intellectually or morally possible.

Q. When is a contract made?

A. When the contract accepts the proposition of the contractor unconditionally.

Q. When is it binding in law?

A. When some part of the work is done, or some of the money shall have been paid.

Q. What is a lawful consideration?

A. Time given, service rendered or money paid.

The foregoing is a verbatim report of the questions and answers as they are given and received at the conclusion of the lecture. In addition to which each student writes a composition on the various subjects, which he retains.

Please accept, personally, my thanks for kind attentions, and present my regards to the Convention.

JONATHAN JONES.

Specimens.

"Please send catalogue, &c., and specimen of plain or ornamental penmanship and much oblige, yours,"

S. S. S. S. S. S.

This is a sample epistle of which business colleges are in frequent receipt. It is not a very abominably written document, the writer so well understanding the principles of economy and simplicity as frequently to put it on

accomplished penman is proud of his Art to say what is true; but to say that he is so is to love with his own works that a lunatic disciple of old father Spencer does not look at this, is to say what is not true.

But the question whether or not the end justifies the means used, we will leave to the innate business college man to say.

X. Y. Z.

Penmanship.

Penmanship is queen of Arts, and is also as properly styled the business and indispensable Art, and is becoming so generally recognized, that its use forms such an important part of the daily life of every business man. The rapid growth of the country and consequent increase in trade, commerce, and all branches of business, the greater proportion of which is done through the pen, requires thousands who can use it with dexterous hand. And yet how very few ready, easy and elegant writers are to be found, and how many whose chirography is less than a question of time and patience to decipher. Why is this so? Because they have never been trained under a proficient teacher, of penmanship which is now becoming very generally recognized as the only true penmanship which requires careful study, and that good writing is not obtained by practice alone. The analysis and construction of writing must be understood before a person is prepared to execute correct forms. How in the name of reason can any one ever hope to form beautiful letters with the pen when the mind's eye sees nothing but the result? How can you expect to become a graceful writer, when there is not a graceful form laid down in the mind? Absurd even to hope for such.



a postal card, but there is a design in it which the business colleges must cannot fail to see. Freely translated, it would read as follows:

"If you will send me a nice specimen of penmanship from the penman of your college, something that is worthy of a nice frame, and your catalogue, I will look over the latter, and if your propositions are satisfactory, I may, sometime in the future, attend your college, and if that is impossible, I will give to you my next friend. Enclosed find a three-cent stamp."

How many professors would delight over such a prospect of an increase of attendance? How many would not at a two or three-dollar specimen in consideration of that three-cent stamp, or perhaps a piece of Uncle Sam's royal post-board? We are not acquainted with any, but we know that their generosity has often led them to overlook the motives by which some aspiring geniuses in the pen art are prompted. Many an instructor has been immensely benefited by attempts to imitate, and to obtain such fine specimens at such a small cost.

A specimen from a master hand creates enthusiasm, stimulates exertion and, as a natural result, induces many good business penmen. And this is the case with many who have never had the advantages of a thorough training under a master of the Art, and who have nothing but a genuine specimen to imitate and a willing mind to do it. If it were it to obtain such fine specimens at such a small cost.

This generosity of penmen towards their younger brethren would seem to conflict with the assertion that penmen are selfish. Is there not an inherent love of self and self-power in every person? To say that every

time, it would become such an irksome task that, after the close of one lesson, they would scarcely have a desire for a second one. Hence the old writings-master style of copy imitation hour after hour is almost obsolete.

The art of flourishing has been found to be very productive of easy and graceful writing, and ought to be studied by pupils after having obtained a medium style of easy manuscript writing. The flourishing of every variety of birds, swans, eagles, quills and scrolls requires but a few simple principles and may be mastered in a much shorter time than expected, if under the instructions of a good teacher.

P. B. HANSEN.

No Time.

A note from a sterling principal says, "I have nine assistants, teachers, but I cannot find time to teach an educational journal; they say they have no time! nor could I get them to read one if I pay for it myself; no fact is so disconcerting. This reminds me of a miracle performed upon ten persons; only one. It appears, returned to give any thanks. "Whereas the nine?" was the question. For upon all of these teachers, the more time to waste in one year than a real teacher does in ten. These same teachers probably have no time to prepare themselves daily on the lessons the pupils are to recite. They enter to-day the same as yesterday; know no more, probably a little less. Teaching to them is turning around a question-mark; it is, as they manage it, about equal to the organ-grinder's business, only it is so respectable. They do not at all consider the claims the pupil may have upon them, that they enter fresh and bright each morning, and that the class look forward to their coming with delight. "She will have something to tell us to-day."

Those who complain for want of time to read on educational subjects are only teachers in name. They have sought the school for the purpose only of securing a little money, and hence the spirit of teaching is wanting; there is plenty of language that they measure and rhyme, and not poetry, because the spirit of poetry is wanting. It produces no permanent effect upon its readers; so with this teaching.

Teachers, take time to make yourselves the best kind of teachers, take time to know more to-day about teaching than yesterday; take time to know the reason why knowledge presented in a certain method, serves to develop the human mind, and presented differently, really produces stupidity. Take time to know the work of the great masters of your profession. Take time to prepare yourself daily to teach as well as the most faithful of your pupils does to recite. Take time to know the principles upon which your methods are based; take time to study each pupil to see if you are doing him all the good you can. Take time to learn what other laborers in the field are doing. — Y. F. School Journal.

Each inhabitant of the United States pays \$2.00 for the support of the public schools, and \$1.25 for military purposes. These two items of expenditures in other countries of the world are as follows: Prussia, 54 cents and \$2.25; Austria, 54 cents and \$1.30; France, 29 cents and \$1.50; Italy, 13 cents and \$1.75; England and Wales, 54 cents and \$3.00; Saxony, 54 cents and \$1. — National Journal of Education.

Again *Obaba* are tramps. We hope our friends will promptly show good hands.

PERSONALS.

C. S. Chapman is teaching writing at Bayle's Business College, Dulouque, Iowa. He is a very graceful writer.

William Bruce, Hamilton, Canada, is a good writer and is highly complimented by the press for his skillful engraving.

M. E. Bennett has opened a normal institute of penmanship at Salsbury, N. Y., and is enjoying a good degree of success.

I. S. Preston, who has been teaching large classes in writing at Salsbury, is spending his holiday vacation at his home in Brooklyn.

T. D. King is teaching writing and book-keeping at South Easton, Pa. Mr. King is a good writer and enjoys the reputation of being a successful teacher.

L. D. Smith, the accomplished teacher of writing in the public schools of Hartford, Conn., is spending his holiday vacation in this city and Brooklyn.

S. J. Grier & Son, St. Louis, Mo., announce a new work on book-keeping, entitled the "Commercial Accountant." It is in five parts and contains single and double entry.

Mrs. Jno. Van Evreen was recently appointed a special teacher of penmanship in the Mount Vernon, N. Y., public schools. We commend the patrons of the public schools of Mount Vernon.

A. A. Clark has charge of classes in book-keeping and writing in the high schools, Cleveland, O. Mr. Clark is one of our very best writers and teachers, and will undoubtedly do honor to his new position.

The Temperance Journal, Washington, D. C., for November, devotes a page and half to a highly complimentary, though well-deserved, biographical sketch of Prof. H. C. Spencer, Principal of the Washington Business College.

Prof. A. R. Dutton, the famous expert of Boston, is engaged in looking up testimony relative to the murder of Mrs. Sarah Messer, at Thomas's Harbor, Me., which occurred on the night before Christmas, 1877, for which crime, Nathan P. Hunt, an inmate of the prison, was convicted and sent to State prison for life, the chief testimony being three anonymous letters found to have been written by him. Professor Dutton says they were not written by Hunt, but that he has an opportunity to establish by the testimony of himself and other skillful experts.

Answers to

Q. No examination. Unexamined, with the full name and address of the writer will be acknowledged by any other column of the *Journal*. Neither will we publish the names of those who are of general interest to the readers be unexamined, or those who are writing for any one but ourselves or patrons of the *Journal*.

A. Specimens which are not intended should be written on a separate sheet of paper, in the writer's best and most careful style, neatly and certainly, and not on a card, or in a post-office letter.

C. M. T. Brown, Ill. You write a very fair hand, but the short and shorter loops will greatly improve it.

H. C. D. Potlidge, D. For answer to your question, "Where to begin in flourishing a hand?" See exercise for flourishing in this issue.

P. R. S. East March, Clark, Pa. You write a good practical hand. Your principal fault is in the unusual size and height of your letters.

C. R. K. Philadelphus, Pa. Your writing is good in every respect. More practice will impart more of the appearance of ease and fluency.

G. W. B. Hamilton, Mo. You write a superior hand for one doing heavy work. Your curves are not sufficiently deep in the down-stroke lines of your *a's*, *o's* and *e's*. You seem to lack somewhat in ease of movement.

E. C. B. Wakefield, Mass. Our proposed article will include teachers of all commercial writing, book-keepers and copyists. You write a good hand for business purposes, and with a little extra practice and skillful instruction, would become a good professional writer.

E. S. F. Boston, Mass. You write a very legible and excellent hand, as business writing. But we have no criticism as professional writing. It is several faults, most conspicuous of which is unequal spacing, *m's*, *n's* and *p's*, especially in the last stroke of *m's*, *n's* and *p's*. Your loops are rather loose in the loop in the small *a* and *e* are too long giving to these letters a diminutive appearance.

PRIZES OFFERED.

A. C. Smith, Burg Hill, Ohio, sends a fine specimen of off-hand writing.

J. R. Farrel, Brooklyn, N. Y., sends a well executed specimen of lettering.

C. H. Hamilton, New Augusta, Ind., sends a very fine specimen of a flourished bird and scrolling.

John McCarthy, Washington, D. C., sends the compliments of the season in a very hand specimen of off-hand writing.

H. C. Clark, Principal of Forest City Business College, Rockford, Ill., sends some very handsomely written slips of business writing.

M. E. Buchanan, Worcester, Mass., sends two elegant specimens of off-hand flourishing. For grace and freedom of movement they are rarely excelled.

T. J. Erickson, Pennant at Seale's Business College, Philadelphia, Pa., writes a very graceful letter in which he incloses fine specimens of card writing.

Joseph Koehler, Ashland, Pa., sends a variety of very skillfully designed and flourished hand specimens and some good specimens of card and copy writing.

W. S. Cusick, teacher of writing, Troy, N. Y., has sent a very elegant letter in which he incloses an extensive variety of very skillful flourishing.

F. C. Chapman, President at Bryant's Business College, St. Joseph, Mo., sends a well executed set of off-hand capitals and good specimens of card writing.

F. E. Prentiss, who is now teaching large classes at Forney, Tex., sends a handsomely written letter, inclosing good specimens of card writing and flourishing.

The promised specimen from Prof. Jackson Ogilvie, was received too late to admit of its publication.

APPLY

appearance in this issue, but will appear in the February number.

W. J. Persson, teacher of penmanship in the public schools, Meena, O., sends a skillfully executed specimen of flourishing, and a number of good writing copies.

W. J. Tisher, Monroeville, Pa., sends specimens of writing and flourishing; the writing is superior in grace and form, the flourishing, though creditable, lacks the ease and grace displayed in the writing.

E. I. Burnett, Bowman at the La Crosse, Wis., Business College, sends several superior specimens of flourishing and card writing also specimens written by several of his pupils which are very creditable.

W. J. Persson, Principal of the Green Bay Business College, Green Bay, Wis., sends six very specimens of his own and pupils' writing, and also fine photographs of the faculty and students of the college in a group.

L. C. Malone, Bradleport, West Va., sends an elaborate and attractive specimen of drawing, flourishing and lettering, designed for publication in the *Journal*, which owing to the number of its execution cannot be done.

BUSINESS COLLEGE ITEMS.

George A. Business College, Newark, N. J., is suspended, and the college efforts are advertised for sale on the 21st, by a receiver.

Thos. J. Bryant, St. Joseph Business College, is enjoying an unusual degree of success this season, and also favors us with his photo for our collection.

The pupils and graduates of the Bryant and Stratton Commercial School in London have recently organized the "Commercial Club," its membership to be comprised exclusively of students and graduates of that school. The club gave its first reception December 18, on which occasion addresses were made by extensive friends and several other distinguished speakers.

At the close of the course of the Bryant, Stratton & Sadler's Business College, Baltimore, Md., for the holiday vacation, the students presented to the proprietor, W. H. Sadler, a complete set, ten volumes, of Chambers' *Encyclopaedia*, which is bound in Turkey morocco; also a gold headed cane. The recipients in the college were likewise the recipients of valuable presents, which indicates a hearty good will and feeling on the part of the students toward their instructors, which we are confident is well merited.

The customary Christmas reception was given to the students by Professor and Mrs. Sadler at their residence in Irvington, and those who are personally acquainted with Prof. Sadler will have no doubt that the occasion will be remembered by those present for its genuine and liberal hospitality.

Remember, sixteen back numbers of the *JOURNAL* will be sent for \$1.

Bryant's Business College.

ST. JOSEPH, MO., DEC. 18, 1878.

Editor Pennant's Art Journal:

DEAR SIR—It is very evident that your valuable paper is doing much towards teaching the public what constitutes a business education, and in opening the eyes of many who have long been in the dark as to how they who have never had an inkling of the experience in a respectable business, and have only the most inferior common school education are fully competent to qualify young men for accounts, cashiers, etc., and that the only road and is that they shall be able to write something better than the most ordinary pen. I have a few specimens taken from transient teachers, which they occasionally employ for this purpose.

Every person possessing reasonable intelligence should know that the very defective course in penmanship and book-keeping as introduced about thirty years since, and is still offered by many colleges as the only necessary qualifications for business, with all of its present and rapidly multiplying intricacies is both superficial and defective in almost every essential.

The intelligent business man or practical accountant is fully aware that such teaching as the penman does is not only a waste of time, but a great loss to the student, and the surgeon would a nostrum, and leave the graduates of such institutions may have much conceit, but very little that is calculated to call their services into demand; and yet if one such fails in obtaining an easy place at large wages, all business colleges are pronounced "humbug," and are soon to be exterminated between the best and the worst. Book-keeping can never be successfully taught as an isolated theory, because it is a part of a series of sciences and admits of no uncertainties as to facts, whys, or its calculations and results, while it calls for such education and precision in the use of the pen and business terms as never taught by those who have deficient education and no experience in the practical details of business. The accountant is as much dependent upon mathematics, economy, and the laws of business, as is the physician upon anatomy, physiology, and chemistry, or the jurist upon the science of law. The penman must have a practical knowledge of the relative branches to utilize accounts or to impart the most valuable instruction therein, and as in any professional or scientific course, both teacher and pupil must give their undivided attention to these branches and their connection with each other.

Hence, if a teacher of centuries had not the necessary time and ability they could not teach the business course successfully in connection with other branches that disconcert the reasonings and illustrations that are essential. This is no more implies that graduates of business colleges should be profound in all that should be taught therein than that every young lawyer should be a Webster or a Kent on admission to the bar, for such has not created the foundation on which the solidity of his future structure greatly depends. Yet if it be too imperfect or narrow he will probably be a groveller or snuffler, or not a commander in his own practice. In no department of science is it more essential that the reasoning powers of pupils, and the well-informed teacher can always find subjects for dissection in books, business houses and courts.

As to the acquisition of the professional pen, this is a question, and every student of it, and becomes permanently interested in, and branches to which he devotes but little time. This not only prepares him to act more intelligently in the counting-room, but gives a comprehensive knowledge of business, which is attainable in many years by any former penman. Such a course is unequalled in advancement, and is unequalled in the advancement of the reasoning powers of such as are deficient in calculation or in memory and such as have lost most in common studies or are defective in them.

Very truly yours,

THOS. J. BRYANT.

Clubs.

"The better the fire the more the tree is shod."—

In that we find confusion, and merely submit, so club away.



For the convenience and aid of those who desire to practice upon the above design, we repeat the parts given in the last issue of the JOURNAL, showing the analysis of the bird. In flourishing the bird, strike the parts in the order in which they are given above. The point of beginning and direction of the movement is indicated by the arrow. The line forming the tail must be continued so as to form the body, breast and under bill of the bird at a continuous sweep, without a change in the position of the pen and hand. The remainder of the bill and the top line of the head is best made by changing the pen to the direct position, same as when writing. Where the top joins the body a slight easure may be made in the body stroke, or if the outline of the body remains unbroken it is not specially objectionable. In striking the quill and surrounding flourishing, reverse the sheet so as to have the bottom from you, holding the pen in a reversed position. We shall be pleased to receive specimens showing the practice upon and degree of success attained in executing the above specimen by the many who may attempt it, and shall take pleasure in mentioning in our next issue the name of the person who sends the best copy executed off-hand according to directions. All should ever bear in mind the appropriate motto it bears, which is from the Latin. Translated, it is: "Labor conquers all things."

The Writing Class.

BY J. W. PENNAN.

IV.

"How can I excite enthusiasm in the writing-exercise?" is a question often asked by teachers. In my experience, I have awakened the most enthusiasm in a class, especially of primary pupils, where the matter is a novelty, by throwing the children upon their own resources. I first explain and illustrate the simple elements and principles which enter into the construction of a letter, and then require the scholars to direct me how to make it, thus teaching them to see, to compare, and to criticize. Nothing pleases children more than to communicate their knowledge. Pride is here, which, if properly encouraged, is a strong incentive to progress. Let me give you a practical example.

THE LESSON

I first make small *n* on the board, and call the attention of the class to the general form of the letter, "that is like double *u* without the dots, that has sharp angles at top, and short turns at base. From their previous drill, they easily recognize the different lines which compose the letter, the three right-curves, and two straight lines, and the short turns at base. I tell them that those simple parts of the letter form the design that I am now left out, and pointing out that the right-curves extend from base to top, that the straight lines extend from top nearly to base, that the short bends, or turns bend a little above, and end at base, "that if the straight line should turn clear to base, there would be no room left for the turn, that if the turn were left out, and the straight line carried to base, there would be a point, the same as at top. I then draw the main line with the short turn at base, united to the right-curves, and show them a compound part of a letter. This, I tell them is called the first principle. Next, they draw a second compound part like the first, which they readily name the first principle. I then illustrate, by means of longer straight lines, the slant of the main lines, and that of the curves, and invite comparison. The points

of connection at top are noted, and they are led to see how the right-curve and straight line form a sharp upper-angle, also that the short turn at base connects the straight line with the right-curve.

"Now children" (censing the letters), "can you tell me how to make small *n*?" "Yes," unanimously. "Well, what is the first line?" All answer, "A curve." "Like that?" making a wrong curve. All hands are up in an instant, and a universal "No" is responded. Here you observe the degree of criticism. The children are all alive at the idea that they can criticize their teacher. "Why is it not right?" "It curves the wrong way." "How should it curve?" "To the right." "Oh! that is the right-curve, is it?" "Yes." "Well, when I ask what the first line of *n* is, what should you say?" "The right-curve. All right; now we have started," making the right-curve on the board, not slanting rigidly. All the hands are moving excitedly, and the children almost jump from their seats. "What is the matter now?" "It don't slant right." "Is this right?" making it the right slant. A satisfied "Yes." "What is the next line in *n*?" "A straight line." "Like this?" making it vertical. An enthusiastic "No! it don't slant." "Then it must be a slanting straight line." "Yes." "Like this?" making it coincide with the curved line, part way down. A perfect storm of "No!" "Why is it not right now?" "It should not touch the other line." "At no place." "Only at the top." "Then it must not touch like the curved line." "No." "Is this right?" "Yes," and calm is restored.

"Should I carry the straight line clear to base?" "No." "Why not?" "Because you must have room for the turn." "What is the next line?" All answer, "A turn." "Like this?" making it too broad. A great clamor of "No." "Don't get excited, children, tell me how it should be made." All answer, "It should turn shorter." "Is this right?" "It is." "Are you sure there is a turn at base?" "Yes, yes." "Can you see the turn?" "We can." "What is a turn?" "A short bend in a letter." "Well, now the turn part of the next line?" "No." "Why not my young critics?" "Because the turn

ends at base, and the next line begins at base." "If you should leave out the turn, it would make the straight line as far as base, what would you have?" "A point." "I am glad you all know the turn."

"Where does the turn begin?" "A very little above the base line." "Where does the turn end?" "Just at the base line." "What is the next line, little teachers?" "A right-curve." "Like this?" A general "No." "Why not?" "It don't slant right." "How should it slant?" "Like the first." "When the last part of a *n* like the first?" An eager "Yes." "What lines slant alike in *n*?" "The straight lines have one slant, and the right curves have another." "What are the parts of the small *n*?" "The right-curve and first principle twice." "How many kinds of lines are there in small *n*?" "Three." "Name them, in concert." "Straight line, lower turn, right-curve." "What do you call these taken separately?" "Elements." "What are elements?" "The simplest parts of letters." "What do you call the straight line, lower turn, and right-curve when combined?" "The first principle." "What are principle-letters?" "Compound parts of letters." "What other letter is made up from the same parts as *n*?" "Small *u*." "How does it differ from *n*?" "It has the first principle only once, and a dot."

Note. You see, teacher, that your pupils are thoroughly enthusiastic over the fact that they know the letter in all its parts, and can tell me how to make it. The analysis of these alphabetic signs can be made an intellectual recreation to the youngest writers, while the synthesis of the letters from the elements and principles appeals to the constructive faculty common to childhood. Even the earliest practice on lines, elements, and compound forms can be made exceedingly interesting. You will see that he is truly working on a part of some letter. Real work develops children. Teach your fresh, young pupils how to build up the letter from its primary parts. You have a class of little architects at work; first, designing the letter in the mind, then trying with unskilled but pliant fingers to execute the plan. Let the pupils begin practice with the short, horizontal straight line. This requires no finger-holding, and allows them to study pen-holding, and simple forearm movement. Then take in order, slanted straight lines, right and left curves, angular combinations at top

and base, followed by the first four principles, or common compound parts of the thirteen short letters, supplementing each principle with practice on its corresponding group of letters. The first irregular and uncertain steps of the pupil are best guided by tracing-copies. Let the children trace with pen or pencil, following closely each line of the copy. The result of this study effort on the plan of simple and scientific development are wonderful.—*Primary Teacher*.

The Innocent School-master.

He doesn't know very much. He can ask questions laid down in his text-book, and can determine with a good degree of accuracy whether the answers are repeated correctly. He carries a pen over his ear, a stick in his right hand and a book in his pocket. He considers it of the greatest importance to secure obedience and submission than intellectual discipline. He frequently says: "Learn your lessons! If you ask any questions you shall be punished! It is not for you to ask questions, why? Wiser heads than yours or mine have written these books, and it is your duty to learn what is written, and mine to make you do it. Study!"

He requires absolute, unquestioning submission. He neither thinks for himself, nor permits his pupils to do so. He believes his books and follows his nose. He is the sworn enemy of normal school teachers' institutes, and universal knowledge. With new test books he has no patience, and takes no special interest in new inventors; in fact, he rather more than half believes that Edison is a humbug. He duly puts on the skull-cap of his own ignorance, and lives in the foggy stupor of his favorite pipe, and one of these days he will wring the gradings of his snuff-stained garments about him and lie down, unincorrupted, unenlightened, and unremembered.

The above is no ideal sketch. We have many such teachers yet lingering in the valleys of our school corners. It is only by persistent effort that the true teachers' ranks into the darkness of obscurity.—*Burner's Educational Monthly*.

St. JOSEPH, Mo., Dec. 14, 1878.

Editor Pennan's Art Journal:

DEAR SIR: I have been reading the last number of the *ART JOURNAL*, and I must say that it is the best publication of the kind I ever saw. There is more sound, logical reading in the last number than in any similar journal I ever read. Yours truly,

F. C. CHAMMAN, PENNAN.

Invitation.

is hereby extended to parents and teachers to favor the columns of the JOURNAL with items of interest and practical thoughts bearing upon the profession.

Mary's Little Lamb.

RECEIVED.

Mary possessed a small, docile, sheep. Many external covering was devoid of color as the congested area one find which has occasionally presents insurmountable barriers to railroad travel on the Sierra. And everywhere that Mary penetrated the icy solitude Southdown was certain to get up and get right after her.

It lagged her to the aliphatic despondency one day, which was in contravention of established usage; it caused the other youthful students to exclaim and exclaim. To perpetrate an adolescent blunder in an office devoted to the dissemination of knowledge, and so the proprietor ejected him from the interior. And he continued to roam in the immediate vicinity, and remained in the neighborhood until Mary once more became visible. "What causes the sheep to behave after Mary so?" queried the inquisitive children of their tutor "Why, Mary bestows such affection upon the little animal, to which the wind is tempered when storm, you must be aware."

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Writing in the Public Schools.

A Paper written by H. W. Ellsworth, author of "The Ellis North-Western Penmanship," N. Y. 1878, and the Penman's Journal, 1879, N. Y. 1879.

There are 5,000,000 adults enumerated in the last United States census who could neither read nor write. This means that one-seventh of the entire population on the average, in this land of schools, stands in need of the services of the writing teacher. The percentage of illiteracy is as follows among the population of the several States:

South Carolina 28, Georgia 26, Florida 25, Alabama and Mississippi 21, Louisiana and Kentucky 20, Virginia 19, Tennessee 17, Arkansas and Texas 29, Kentucky 30, West Virginia 25, Delaware 23, Maryland 24, Missouri 18, Rhode Island 13, Indiana 11, Kansas 10, Ohio and Pennsylvania 9, Massachusetts, New Jersey and Minnesota 8, Illinois, Wisconsin, California, New York, Connecticut, Vermont and Oregon 7, Michigan and Nebraska 6, Iowa 5, Maine and New Hampshire 4, Nevada 2.

These five and a half millions add up an annually increasing army of school children now wandering to and fro, requiring elaborate penmanship, in a formidable array of ignorance in this essential requirement, which has become a problem for educators and statesmen.

The means established for solving this problem are the 250,000 teachers of our public schools, who are supposed to devote about one-sixth of their time to instruction in writ-

ing. This is equivalent to the entire time of 40,000 teachers of this branch.

Of the 250,000 teachers, 200,000 are females and 50,000 are males, a proportion of four females to one male.

Assuming that the time of 40,000 teachers be spent wholly in teaching the art of writing to the school children of the land, we have an average of 250 pupils to each teacher daily, or 40 per hour—an average of a minute and a third to each.

Hence, from this view of the situation it will be seen that some more general method of instruction must be resorted to than the ancient one of individual instruction, and that the essentials and rudiments of the art only can properly underlie the public schools. Moreover, that which is attempted to be taught must be adapted to the very limited capacity of the children of the masses and of female teachers, who principally instruct them.

This raises the all-important question of *what kind of penmanship* is to be taught in public schools, and also the ability of women to teach practically to boys as well as girls. When we regard writing as a *practical art*, as we surely must, in its relation to public schools, the fact that it must be taught largely by example coupled with precept, the physical ability of the teacher to furnish a proper example by actual performance in the presence of the pupil becomes of first consequence, and if the execution of a plain business hand even is to be attempted, the ability of the teacher to write such a hand is of paramount importance. That even a majority of our 250,000 teachers can do this, is doubtful, and the question as to how they *write* being even the rudiments of writing without this ability, becomes as important as is a curious one. That they can all write *some kind* is to be presumed, but an imitation of their example, either in manner of execution or style of letters "recruited," they themselves could not produce.

This leads us to a consideration of the "ways and means" which have been devised from time to time for prolonging the art in the public schools under conditions similar to the foregoing.

In the infancy of the public school system, before paper had become cheap and common, classes were taught to trace the forms of letters with the forefinger in sand, and the "sand-board" constituted one of the prominent features in every "first-class" primary school. The "sand class" being taught by the celebrated "Lancasterian System" and was once universally "adopted."

The era of the "gray goose quill" and "fool's cap" soon followed, when the chief qualification of the teacher entered in the ability to make and "mend my pen" to the satisfaction of the young tyro by day, and the writing of wise saws for the honors of school his once universally "adopted."

But even these, our personal reminiscences, have had their day and the cold and unpoetic steel pen and modern black boards, charts and copy books have displaced the sand-board of old, while the *Ellis North-Western Penmanship*, *Dutton and Scribner*, *Dutton and Scribner* and other systems compete for the honors of adoption as improvements on the original "Lancasterian."

The writing master too, who then "flourished" in his primal grandeur is, I fear, destined to become an institution of the past,

unless he bestirs himself and learns to read the "signs of the times" for even the ancient "school marm" has been transformed into the Teacher of to-day and multiplied like the grasshopper; while the "knights of the quill" stand aloof, few and far between benumbing their hand feet and bumping each other with worse than their vilest ink; or, Sancho Panza like, keep up a running tilt with the windmill of fate.

Now, as a profession, if the writing teachers are to be recognized in the future, they must imitate the philosophers and carefully survey the nature and relation of things as they are, and are to be, and adjust themselves in harmony therewith. They can thus fulfill a mission at once pleasant and honorable, if not profitable; for certainly no one can doubt from the statistics that there is yet ample room for the whole profession in the upper educational story to lead and control as well as supplement the work done in our public schools.

Already I find individuals engaged in intelligent and appreciative work in the public schools of Cleveland, Buffalo, Pittsburg, Cincinnati, Detroit and lesser cities; while in the vicinity of Hartford, Conn., is a clear illustration of the capacity for competent workers of the craft; four of whom are regularly employed in the public schools.

I have found in my experience as teacher and representative of a system of penmanship, that there is generally a wide gap between teachers of penmanship and the leading educators of the day, outside of business colleges, which to their credit and emolument have always extended the right hand to the profession, and that it is with great difficulty that their co-operation can be secured in the public schools. This appears to me to arise from the diversity of views of the subject existing between them, which must be reconciled before they can ever harmonize.

The penman prides himself on his attainments in the art and the application of the merits and principles of penmanship in its performance with but little regard for the principles of the art of teaching others to do the same; while the educator, recognizing and appreciating the penman's personal skill and talent, feels that without the application of the principles of the art of teaching little progress can be made in imparting that skill to others; and that mediocrity of talent as a penman if combined with the true art of teaching is more valuable than the ability to write, however well without the teaching ability.

Here it seems to me, that if penmen would strive to become masters of the art or teacher in conjunction with that of the art of writing, their union will entitle them to recognition as worthy of the respect and confidence of educators which is now often withheld.

That public sentiment, custom and demand in matters of penmanship are constantly changing there can be no doubt, and that the tendency is toward simplicity and brevity of style to meet the multitudes requirements of the times, and it is the penman's highest duty to himself and the public to not only keep abreast of the times, but anticipate their inevitable march of events; so that he may anticipate and even welcome the improved writing machine and bear with composure the phonographic telephone sounding the death knell to our entire profession!

But in the interval let us glance at some of the current methods of instruction in writing in the public schools, a mere notice of which must suffice for this occasion.

In most schools the use of head-line copy books has now superseded all other means of furnishing models for imitation and conveying a correct impression of the forms and proportions of writing, although in many country schools such a copy book is still a luxury.

Although so uniformly used, yet the methods of their employment by different teachers is as varied as their ideas of teaching. In too many schools but little attention is paid to the plan of teaching but left down by the author, or even to a consecutive use of the various numbers of a series, each teacher and frequently each pupil, selecting such numbers as suits his taste, or the supposed capacity of the pupil, who is allowed to write the allotted portion daily without such help or hindrance by the teacher, at unoccupied hours of the session.

In many and better schools regular numbers are furnished, each having the same number of copy books and writing at the same time and on the same page and word throughout the entire book; the teacher illustrating and explaining the successive lessons upon the black board or by reference to charts, in advance of the class work.

Still others follow literally the arrangement and nomenclature the author letting consequences take care of themselves.

As to methods of teaching, also, a great diversity of plans are pursued, some tracing on counters each movement, others allowing the work to proceed *ad libitum*, holding the pupil responsible for accuracy merely, without regard to time or rhythm.

Another plan consists in an excessive use of practice paper for many lessons before writing the blank of the book, accomplishing scarcely a book in a term or even school year, with a view of producing something extra as specimens of proficiency. Tracing the copy with a dry pen as a preliminary exercise is still practiced, although latterly the use of tracing copy books with dotted or colored letters to be traced with pen and ink, are largely used, especially for beginners. In short, it will be observed that the variety of methods is only limited by the ingenuity and enterprise of the author or teacher; each method having for its object the application of some principle of instruction by which certain desired results are to be attained in developing the handwriting of the pupils.

In general, the writing exercise is under the direction of each class teacher, but in the best schools the plan of assigning a single teacher, proficient in the art, to direct the writing of all the classes of the school is in vogue. The principal of the school sometimes assumes the oversight of the writing exercises. Both methods point to the professional writing teacher as the proper person to supervise and direct instruction in this exceptional branch of teaching; and if such teachers as have skill and aptness in this direction would urge the adoption of such a method in all schools it could be soon brought about. At least one or two of the public money should be claimed for teaching this essential branch. The best part of this money is diverted from its legitimate application for supporting other so-called "higher" branches not specified in the school laws, and writing

is quietly ignored or reduced to the minimum.

Every school teacher in the public schools should be a writing teacher by profession, so that, as a rule, wherever there are six organized classes in any school the writing teachers should assert his claim to his share of the school money. Were this done, and propriety and organization effected among members of the craft so that their claims could not be ignored as now, or crowded aside by professional jealousy of other class teachers, who, I regret to find, not infrequently, look with jealousy upon so-called special teachers as diverting just so much money from their own salaries, and, consequently, secretly oppose them, the dawn of the writing teachers' millennium would be at hand, and one of the legitimate results of this very convention would be accomplished.

Vagaries of Writing.

The pen in different lands, gives such infinite variety to the representative signs of thought, that it is difficult to understand how one implement devoted to a single use—that of making ideas visible—can produce the same characters in such a variety of forms. When we all made one open pen, and, consequently, no two were exactly alike, remarkable differences in calligraphy were inevitable; but now, when in a thousand groves there is a single cultivated sycamore in shape, size, or locality, and when all the hands that write are alike, we approach to uniformity in handwriting, and the same result, I think, might prevail. It is not so, however, the world writes as many lands with the stereotyped styles of the cutter as it did formerly with the product of the goose.

[illegible]

Lord Chesterfield, who, with all his affectations, was a man of sense, was the only English peer we remember to have heard of, who insisted that every gentleman should "bottle the pen of a ready writer." In his letters to his son he scolds that young scoundrel for not taking more pains with his manuscripts: "Your hand," he writes, "is an illiberal one, it is neither a hand of business nor of a gentleman, but the hand of a lounging writer; he exercises, which he should never attend to; upon my word, 'he should be the writing of a genteel, plain hand, of more importance than you think." De Quincey, in his "Opium Papers," says the French aristocracy at the close of the last century considered it reputable to write in "the venerable shower or a pair of snails."

Whether handwriting affects the production of mental character is a question upon which "doctors disagree." We know ladies who have a single mental characteristic in common whose penmanship is almost identical. But then this is the result of mechanical teaching. The same "lady's hand" is taught in almost all our fashionable boarding-schools, and a very monotonous, unmeaning hand it is. We are inclined to think that most people who have been taught to write in accordance with a particular method, or, to some extent, betray their habits of the pen in their handwriting. If their ideas are vague and confused, so, in most cases, are their penmanship. If, on the other hand, they think clearly, they generally write methodically. The man who has a clear conception of his subject, and whose thoughts flow freely, con-

rectly and in their proper order, generally writes legibly and often gracefully. In some cases, however, the hand seems to have no sympathy with the head, and disengages logical and orderly thought by a series of shapes most unostentatious. Horace Gregory, the *Tribune*, was certainly a clear-headed man, and expressed his forces in print with poignancy and force; yet his chirography, if one may be allowed so to say, was extraordinarily unimpressive. He was a distinguished pupil and friend—indeed, until the character of a lady might be deciphered in her handwriting. He says the "daughters are all impudent, however they may differ from themselves on matters of taste, and are collectively very good at the pen, and are able to make their letters contain the main body of what as their letters cannot be read, they may be mistaken for sense." To a very sensible family "yarn," published in his "Mémorial," he cantones one of the Misses Collingwood with the following description: "She is a disarming woman, but she wrote away her good name as her father's daughter. The fashionable zig-zag taught in our day at 'finishing academies,' is at once inartistic and illegible, and more detestable, we think, than the old-fashioned 'hook' which, though the result of a comb, is not."

That handwriting in many instances affords a key to a character, we verily believe, but the cases in point are perhaps not sufficiently numerous to warrant us in saying that such is the rule. For example, the manuscript of Louis Napoleon was of a kind that would be held to indicate indecision, nervousness, want of energy and a general foggieness of intellect. These certainly were not traits of a mind that for a time controlled the policy of Europe.

The handwriting question is one in which editors have a direct interest, for they are subjected to many trials by correspondents with uneducated and mal-educated right hands. We, therefore, earnestly recommend all who write for the press to *write* and not *scribble*. Charlotte Brontë thus describes the kind of penmanship which finds most favor in the editorial sanctum: "No points harshly picking the optic nerve, but a clean, mellow, pleasant manuscript, that soothes you as you

The Writing Class

Editor Deane's Art Journal:

Edgar Dean—Permit a junior member of our "glorious profession" to say a word on Brother Payson's method of imparting culture. Perhaps I don't understand him exactly, at least not in the way he seems to mean it, or make some kind of a *clash*, because the kind of enthusiasm he depicts is as easily aroused as firing off a loaded pistol. Children are always ready for noise and fun and every teacher knows that enough of the former will make the latter more effective. But if the child-man may be amused till the teacher is exhausted and noise enough made to cause the passer by to think the masquerade ball which Mrs. O'Shanter saw, was in progress and if on horseback would take care to keep his eyes on the traffic, and not be misled at all, then I am thinking by this time it is easy enough to tear down, but not so easy to build up, granted. The first step in teaching any thing, writing or lecturing, is for the teacher himself to be thoroughly taught—in a word, to make of his subject. And the next step is to make the subject so interesting and the machine he uses so manipulative.

If the organ of the mechanical engineer were as ignorant of the mechanism and powers of their respective machines as many teachers are of the mental and physical structure of their pupils, they would very soon be discharging their duties in a manner which would make it next step is to get the complete confidence of your pupils. If the soldier is doubtful of his general, he will not fight well, but if he thinks the "old man" is completely "up to snuff," he does his "level best" at all times. So with the pupil, if he thinks you know about what you are talking about, he will follow you like their marble soldiers in the sand of the Euphrates down to the "round writing" of our German brother, he will take your orders and obey them as a matter of course. Then if your "combination" is right, the work of the new trade combination is done. The man who has the knowledge, power, and influence, the men who have the money, the publishers, editors, printers, booksellers, grocers, and druggists are

that that is anything, must be a general and
 somebody himself, and lay out his work with
 skill. As a hint I will give my plan of Brother
 Pea's lesson IV, *January Journal* I would like
 something like this: Children, we are all go-
 ing to learn to write, not merely to write so
 that it can be read and so we stories to our
 friends, and copy nice words, and poems and
 such things, but to write so that we can write
 nice elegant writing like this, (showing some
 of the very best) and this (show some nice
 specimens from ————) telling those who
 what I many know of him? Now wouldn't
 your mother be glad to see you bring home
 some writing like this and know that you
 wrote it? Will you now like to have hands
 and eyes just like this (showing some of
 the best) and I will show you some of the
 school just like yours, and you will soon
 be men and good writers, as they are now
 and I have been over all the round that
 you will have to pass over and I've rolled that
 stones away that I could and I'll show you
 how to hop over the others. Well let's begin
 (stationary being distributed, I would put
 small children on slates, larger ones on paper)
 Now I will show you how to make lines
 how to represent the ruled lines on your
 paper (and slates). You will begin on the top
 line so, and come down to the lower line so
 Don't go above the upper line nor below the
 lower line. Have you all made one yet? I
 it straight like mine? No, but its nearly so. It
 should be quite straight, perfectly straight
 You can all stop now. (Children stop)
 Now I will show you how to make lines
 that look like this? No. Well it is no bet-
 ter but we call it the first principle
 swear by Spencer, and it is found in
 twenty three out of the twenty six let-
 ters of our alphabet, and we can make
 none of those letters correctly till we can make
 this "slanting straight line." Now it is
 going to take a week to make this little line.
 No. No. No. No. No. No. No. No. No. No.
 I think so. Hold on James don't take the stu-
 of us, (the teacher must be all eyes to
 prevent "scribbling." Make it a heino-
 CRIME I'll repeat it in caps HEINOUS
 CRIME for I regard it as the cause of peo-

[illegible]

successful in making all the letters of large size first. Don't know whether the idea is original with me or not. Of course every teacher should have the "manuals" and keys of the leading systems.

Hoping the above remarks "scattering" though they are, may be footprints in the sand to some young brother I am respectfully and fraternally yours, &c.

GEO. T. BYLAND.

Hillsboro, O., Jan. 20, 1879.

.....

Teaching Writing

MOVEMENT AND METHODS.

It seems to us that we can see a perpetual conflict between free movement and exactness of form. Most teachers claim to teach and use the fore-arm, or the combined movement, but the copies being, in most cases engraved or written with the finger movement, they are generally so exact that no one could imitate them while using a free movement, and the scholars, in some cases, are permitted to write with the finger movement, in order that they, too, may produce accurate forms.

[illegible]

All the written work of pupils, even the figuring on slate and black-board, should be constantly subjected to intelligent criticism as to the penmanship, and every teacher owes it to his pupils to set a good example in this respect, — to show that, while he asks them to take pains with their writing, he himself practices what he preaches. In too many schools the efforts of the writing master are to a great extent, neutralized by the bad example and indifference to penmanship shown by the other teachers. But let us not despair. The idea that it is a mark of genius to write an illegible scrawl is passing away. The *Quest* will hasten its exit. — *Hon. Gates*

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Written for the JOURNAL.

OUR NEEDS.
A NATIONAL POEM.

We need the inspiration of brave love
To nerve our hands with strength for noble deeds,
We need the life-star of high thoughts
To stimulate new growth of honor's deeds.

We need electric germ-life of pure truth
To spring to soul-forms of eternal light,
We need the soul of justice, strong with deed,
To triumph's highest peaks our way to fight.

We need the life of freedom born within,
We need the will that some oppressor's chains,
We need immortal courage, armed with faith,
We need the pride that patience disarms.

We need the spirit of eternal life—
The unselfish, boundless, luminous life we need;
We need that sun be men by right of birth,
That souls from thralldom of wrong at birth be freed.

We need transmitted purity of aim—
Transmitted energy of holy trust;
We need creative might of soul and mind
To make men understood by a noble end.

We need a free-born manhood, taught to hold
Of prison walls no terrors forged of sin,
We need a nation's liberty to secure,
And blind nations out of pass that how to win.

We need a free-born manhood that can turn
From slimes' sharing with by vipers planned;
We need a boundless wealth, with unbound might
The gifts of pomp and pomp to withstand.

We need the might of mind to stand alone—
Each man a man, the many all free-men,
We need the might of soul to prove us men,
With soul and word and thought and pen.

We need the broadest in every breast
To make us brave, famous to beget,
We need as heroes side by side to stand
For race and fame shift in glory set.

We need, as patriots, the many joined
To stand in bathoslight of free hearts true;
We need the will to live for you and me
In liberty's proud way of nation new.

We need ambition—each for self and race,
For crime and country in the days to be,
We need pure passion's power for perfection,
Wrought into life with almost grace.

We need high reason and deep feeling joined,
To make us equal in the rights of strife;
We need respect for others—each as self—
To breathe each way, and battle each for life.

We need pre-seeing foresight for new life,
And pure old vision of a prouder race,
We need for knowledge of eternal cause,
To triumph thence to love of place.

We need all seen for arts and wives of shame
That stain the crown that freedom's soul would bear,
We need the center of the cleared soul,
With might to lead and energy to dare.

Each free and strong and brave in soul and will—
All strong and free and brave with strength of body,
Thus shall we build a race of freemen true,
Let it strong to die, and all at peace.

Thus shall we dwell, as a strong to live for right,
And show our land and nation, and crown our days,
Thus shall we live for honors yet unborn,
To show new heroes with undying praise.

Thus shall the soul of freedom glow in pride,
And freedom's name no longer be a lie,
Thus shall we prove the land of free-born free,
And 'low, a nation from text on high.

MAISON MILES

Story of a Noted Counterfeiter.

In the recent examination of Jacob Ott, an alleged counterfeiter, before a United States Commissioner in this city, his associate, Charles Ulrich, who did the very skillful on, giving upon the counterfeiter's plates, gave the following interesting history of his remarkable career.

"I was born," said Ulrich, "in Danzig, Germany, forty-three years ago, and there learned the engineer's trade. I went to Berlin, then to London, and in 1853 came to New York. I went abroad again as a volunteer during the Crimean War. I have lived in several cities of the United States; eight years were passed in the Penitentiary at Columbus, Ohio, for counterfeiting. When I was discharged in 1876, I went into the lithographing business at Columbus with the words of the prison. I advertised for a lithographic printer, and engaged Ott at Cincinnati. In the latter part of 1876 our business failed. I told Ott I was going to Philadelphia to engage in the counterfeiting business again, and he wanted to go with me. My first work was the engraving of \$50 notes on the Central National Bank of New York and the Third National Bank of Buffalo. I recognize these counterfeit bank bills before me as coming

from those plates in the same way that you would recognize your handwriting. When the plates were nearly finished we moved to Oak Lane, about six miles from Philadelphia. There I made the \$50 counterfeit on the National Bank of Tennessee, Penn. I did the engraving and Ott did the printing. In October, 1877, we moved to Charon Hill, and

there we printed the \$5 and \$20 notes that were sent to Europe. At Oak Lane we printed 12,000 pieces of the \$50 notes and \$500 pieces of the \$5 notes; at Charon Hill, 2,000 of the \$50 notes and from 10,000 to 20,000 of the \$5 notes. In April, 1878, we gave up the business. Ott went to New York and I stayed in Philadelphia. Ott received for his work

\$3,000 in cash and his living for about two years."

On the cross-examination the witness did not shrink from answering my questions that exposed the crimes of his life. He was sentenced to Sing Sing Prison in 1858, he acknowledged, for copying in New York the vignette from a State bank bill. "I didn't do it," he said, "for counterfeiting purposes, but only to show what I could do in the line of vignette engraving. No bank bill could have been printed from it for it was only two inches square. In 1861 Governor Morgan pardoned me. In 1867 I was sentenced to the Columbus Penitentiary for twelve years for counterfeiting a \$100 National bank bill. Between 1861 and 1867 I had a business place at Nassau Street and Maiden Lane, New York. In 1876 I was pardoned out of prison. I never was arrested except these three times for counterfeiting. They say I counterfeited the Bank of England notes, but that is not true. These are said to be very good counterfeits, but I don't think them so."

Judge Dittenhofer.—Now let us get a little at the inside of this counterfeiting business. Why don't you make all your counterfeiters in large denominations?"

The witness.—"I was working for another man, and obeyed orders. But the reason was because the wholesale dealers made more money out of the small bills. When a large bill is issued it is debased in a short time, but a small bill may be changed from one bank to another and be used for many years."

"Have you received any promise of favor from the Government for this testimony?"

"No, sir; I expect to get the full punishment I deserve, and if it isn't heavy I shall be much surprised. When the case comes on trial I may plead guilty and save lawyer fees." [Laughter.]

"Have you considerable money?"

"A little."

"Did you make it by counterfeiting?"

"That question I don't propose to answer." The examination is not yet finished. A practical engraver, who was formerly in the employ of the Continental Bank Note Company, was present. He said it was marvellous that any one man should have been able to execute so finely all the different parts of the plates. In any bank note company, he said, such notes would be executed by no less than twelve engravers, aided by the most perfect and costly machinery.

Mrs. Partington says of education:—For my part I can't derive what on earth education is coming to. When I was young, if a gal only understood the rules of distraction, provision, multiplying and replenishing, and the common denominator, and knew all about the rivers and their tributaries, the covenants and their dormitories, the provinces and the empires, they had education enough. But now they had to study botany, algebra, and have to demonstrate suppositions about the asymptotes or circum-stants and diagnosis of parallelisms, to say nothing of oxides, adhesives, composites and oblique triangles. (And here the old lady was so confused with the technical names that she was forced to stop.)

The highest salary ever paid in Boston was that of J. Wiley Elmonds, who, at the time of his death, was paid \$100,000 per annum as treasurer of the Pacific mails. The highest salary paid to a bank president in Boston at present is \$10,000, the highest to a cashier is \$3,500. The range of salaries of dry goods salesmen is from \$1,000 to \$500 a year. In the wholesale boot and shoe trade, the highest salary is not over \$4,000. A few women, the heads of departments in the dress or suit-making business, receive about \$1,000 per year. Most salaries have been much reduced since the advent of the hard times.

An autograph collector, desirous of procuring some specimens of Oliver Wendell Holmes' writing, and knowing his intended victim's antipathy in this particular monomania, asked him by letter—"Which do you think the best dictionary—Webster's or Worcester's?" To which the doctor calmly responded by cutting out the word "Webster's" and pasting it neatly on a sheet of note paper, which was duly mailed.

The cut of a flourished eagle on this page was kindly loaned for use in the JOURNAL by Professor L. S. Preston. Size of the original, 22x48 inches.



Published Monthly at \$1.00 per Year.

D. T. AMES, Editor and Proprietor,
205 Broadway, New York.

Single copy of JOURNAL sent on receipt of ten cents. Specimen copies furnished to Agents free.

ADVERTISING RATES:

	1 column.	2 columns.	3 columns.	4 columns.
The Year	\$10.00	\$15.00	\$20.00	\$25.00
1 column.	5.00	7.50	10.00	12.50
1 inch (12 lines).	1.00	1.50	2.00	2.50
1 inch (12 lines).	1.00	1.50	2.00	2.50

Advertisements for one and three months, paid in advance; for six months and one year, payable quarterly in advance. No deviation from the above rates. Reading matter, 20 cents per line.

LIBERAL INDEMNITIES.

We hope that all subscribers to this interesting and attractive, but no prima or teacher who sees it, can withhold either his subscription or a good word; but we want them to do more even than that, that we desire their active co-operation in our efforts to improve and elevate the penmanship of the people.

PREMIUMS.

To every new subscriber, on renewal, until further notice, we will send a copy of the Lord's Prayer, 1924.

To any person sending their own and another name as subscribers, including \$2, we will mail to each the JOURNAL one year, and forward by return of mail to the sender, a copy of either of the following publications, each of which are among the most specimens of penmanship ever published, viz.:

The Centennial Picture of Progress, 1924, in 24 parts. The Lord's Prayer, 1924, in 24 parts. The Marriage Certificate, 1924, in 24 parts. The Centennial Picture of Progress, 1924, in 24 parts. The Marriage Certificate, 1924, in 24 parts.

For three names and \$3 we will forward the large Centennial Picture, also 24 small plates, retail for \$2. For six names and \$6 we will forward a copy of Williams & Buckner's Guide, retail for \$2.50. For twelve subscribers and \$12, we will send a copy of Ames' Compendium of Ornamental Penmanship, price \$5. The same number in gilt will be sent the eighteen subscribers and \$18, price \$7.50.

For twelve names and \$12, we will forward a copy of Williams & Buckner's Guide, retail for \$2.50.

All communications designed for THE PENMAN'S ART JOURNAL, should be addressed to the office of the Editor, 205 Broadway, New York.

The JOURNAL will be issued as early as possible on the first of each month. Matter designed for insertion should be received on or before the twentieth. Remittances should be by post-office order or by registered letter. Money inclosed in letter is not sent at our risk. Address: PENMAN'S ART JOURNAL, 205 Broadway, New York.

Give your name and address very distinctly.

NEW YORK, FEBRUARY, 1925.

The Journal and Business Colleges.

From the outset the JOURNAL has taken strong ground in favor of business colleges and practical education, which has been appreciated and is now being more reciprocated by the representatives of most of these institutions. Having been ourselves, for over ten years engaged as teacher and proprietor in a business college, it is quite natural that we should not only have a sympathy with but a knowledge of, these institutions and their representatives, not possessed by most writers upon business education. We also know, as we have felt by experience, the bitter hostility they have during the past encountered from the friends, teachers and graduates of other educational institutions, and have witnessed with satisfaction their gradual advance in popular estimation and support in spite of that opposition, and this we now earnestly recognize as a necessity and a sound and honorable policy in our present system of education. Of this there can be no doubt, when we see, as we have recently in this city, present at the graduating exercises of a business college, and warmly advocating its course of instruction, such able and distinguished representatives of popular education as Prof. Henry Kiddle, Superintendent of New York city schools, and Thomas Hunter, President of the New York Normal college. Not alone in this city, but all over the country where business colleges are being established, the friendly cooperation of men, they are beginning to command the respect and patronage of our very best and most discerning citizens, and, perhaps the strongest recognition of their merit and claims for patronage is found in the fact that numerous literary colleges, seminaries

and academies, which a few years since would have scorned the very idea of business college education, now make conspicuous announcements of their "special business department."

This feeling of confidence and respect for business colleges, next to thorough, honest and skillful teaching can be strengthened and extended by no other means so effectively as by a widely circulated and disinterested periodical such as the JOURNAL. It commands and builds up their cause without incurring the danger of injury by a reflex influence that oftentimes results from clams too zealously set forth in college papers, which are recognized by the discriminating public simply as an advertisement, through which the party most interested blows his own horn. If already notorious business colleges, as most do, would fully recognize this fact and reciprocate by looking bands in a grand effort with their pens and influence to build up and extend the circulation of a strong and powerful class paper for the benefit of the penmanship to be branched in which they are really interested, the JOURNAL might very well become the most potent means for imparting new dignity, honor and enlarged success in a profession and a class of institutions, which are so rapidly and deservingly gaining in public estimation and patronage.

Etick to Your Copy.

ANECDOTE OF FATHER SPENCER.

We remember of having, some years since, heard a young man who had just returned to the central part of this State from Europe, to a friend, as it would be, acquire the finishing touches as a penman from Father Spencer, relate a bit of his experience under the tuition of that venerable author, which, while it made upon our minds a deep impression, revealed at once one of the secrets of Prof. Spencer's remarkable success as a teacher. "I said to the young man, 'The morning after my arrival I entered the famous log-cabin, 'Jericho,' with as much awe and veneration as was compatible with my own courage, having, as I had, already attained to notoriety in my own section as a quillist. I thought myself in a state of perfection, and that I expected to readily overcome under the skillful instruction of my new master. Prof. Spencer assigned me a seat, and, after explaining the proper position and the muscular movement, gave me a simple exercise in movement, telling me to practice that, while he went to attend to some matters which he felt to be quite elastic and full of the spirit of writing. I entered vigorously upon the practice which I continued hour after hour, covering sheet after sheet of fool's cap, until at length growing tired of practicing a single exercise I struck off, led by my own fancy, and covered each end of my paper with such figures, circles, dragons and every conceivable form of letters, flourishes and thoughtless scribbling, the manifold skill of which would, I thought, astonish and win praise from even Spencer, but judge of my surprise when he came to my table, late in the afternoon, and, after looking over my work, he said, 'You have done a very good thing, but I have a few suggestions which I had resolved, he simply reminded me that that was not practicing after his copy. Disappointed and my pride wounded, I indignantly asked him if he expected me to practice on one thing all day. He replied kindly, but in a manner that made me feel that I supposed that a pupil placed himself under his tuition he expected him to follow his direction, and practice upon one copy until he gave another, if it was a week, and proceeded to criticize my position, movement and work in a manner that at once taught me that I had considerable to learn, where I supposed I knew it all. From that time forward I did not venture to waste time scribbling, or to question his methods, but practiced after his copy and followed his directions to the best of my ability to the end of my course of instruction. Although I profited largely by his instruction and left the 'log cabin' a much more skillful writer than when I entered, my conceit had been so lessened that I actually left with a much less exalted opinion of my own accomplishments than when I commenced."

Many good writers fail to secure the best results from their teaching, from the fact that the attention and practice of their pupils is not rightly confined to their copy until they have mastered, their impuence at practicing a long time upon one short copy, and desire for something new, leads the teacher to make the copy too long and vary it too frequently to admit of the thorough understanding of the faults, and their correction by the pupil. For this purpose a copy containing a few letters is much better than a sentence, since the faults in its practice can be more readily pointed out, more fully remembered, while from the short intervals between the numerous repetitions of the copy, the faults are more certainly and effectually corrected.

A Worthy Example

is set to subscribers, and especially to students in business colleges, who desire good work on penmanship, by Leoit E. Kinball, a student in the Lowell (Mass.) Business College. On December 13, he forwarded a copy of twelve subscribers to the JOURNAL, for which he received, as a premium, "Ames' Compendium of Ornamental Penmanship." On January 7, he forwarded another club of twelve, for which he received "Williams and Packard's Gems." He promises another club of twelve the first of February. Force of habit may lead him to keep up his monthly club the year round — and by the way, many young men have worse habits. Like clubs might be easily secured not only in every business college in the country, but in most of the private schools, academies and colleges. The books sent are of inestimable value to every young man who desires to become a skillful writer, and will abundantly repay the slight effort necessary to secure them. Try it, please.

Send a Specimen of Your Writing.

To enable us to accomplish a certain plan we have in view for the interest and benefit of the readers of the JOURNAL, we hereby invite every reader to send a specimen of his writing on a slip of paper 2 1/2 x 7 inches in size in their very best style the following words, viz.:

"Written for the PENMAN'S ART JOURNAL as a specimen of my hand-writing."

Date, Name,

P. O. address,

and forward the same to the editor of the PENMAN'S ART JOURNAL. Our object in calling for these specimens and plan for using them will be fully explained in the March number of the JOURNAL, which can be received in accordance with our plan. No one interested in penmanship should fail to send a specimen.

Moments of Folly.

One of the most potent and astonishing works of man, and one of the seven wonders of the world, is the great pyramids of Egypt, upon the construction of which 100,000 men were employed thirty years, and all this simply as a tomb of a king. Thus the labor and resources of a nation for nearly a generation was employed to gratify the ambition and glory of one man. Had the labor and treasure thus and otherwise wasted, been judiciously expended upon free schools and libraries for the dissemination of knowledge among the masses, and for internal improvement, how changed might have been the subsequent history of the "Cradle of Science" and its "lost arts."

College Currency

We are now filling, at low figures, orders for college currency, from a large number of business and commercial colleges. Parties wishing currency, diplomas, business cards, letter or bill heads, or display cuts of any kind, are requested to send for estimates and specimens.

Good Pens

If you want a good business or school pen, send ten cents for one dozen, or thirty cents for a 4 gross box of "Ames' Penman's Favorite Pens," they are highly commended by those who have used them.

Elsworth's Key to Correct Pen-Holding.

This is a new flexibly executed lithographed chart, 28x40 inches, mounted on rollers, representing the hand, pen and arm, with the essential points of correct pen-holding numbered thereon to correspond with a key of instruction at the bottom. This is a valuable addition to the apparatus of the school-room, and in the hands of a teacher, will accomplish more towards securing correct pen-holding than any of our other means. It attacks the subject of penmanship at the very roots, and renders pupils as sensitive to the shape of their hands when writing as to the forms of letters written. Price \$1; muslin, \$1.50. We will forward by express at these prices.

Vick's Floral Guide.

For January, 1917, published by James Vick, Florist, Rochester, N. Y., has been received. It is seldom that a work displaying so much of real artistic skill and skill comes into our hands. It is to be highly prized as a work of art aside from the invaluable information conveyed to all florists and horticulturists. It contains 500 illustrations, and is sent to any address on receipt of a five cent stamp.

Specimen Copies

Of the exercises for flourishing in the January No. of the JOURNAL has been received from a large number of persons, many of which are highly creditable. The work with modifications, is by S. C. Malone, Bridgeport, West Va.; the second best, is by Miss Philetia Rockwell, Mount Vernon, N. Y.; the third best is by G. A. Conrad, Roanoke, West Va.

Stimpson's U. S. Treasury Gold Pens.

NEW YORK LIFE INSURANCE CO.,

March 2, 1871.
Geo. Stimpson, Jr., Equitable Life Assurance Society,
New York. — We have pleasure in commending your Treasury Pen, as far superior, in all others that we have used, particularly for fine writing, in which they are absolutely perfect. Yours truly, THEO. M. BANTA, Cashier.
The above pen is in perfect order at the present time.

The Teacher's Guide,

published by J. D. Holcomb, Mallett Creek, Ohio, is an interesting eight page paper. It is Mr. Holcomb's intention to devote quite a portion of each issue to practical and artistic penmanship. Send for a specimen copy.

What has become of the Penman's Help?

We have not seen a copy in nearly two months. Several complaints have been received from others who have subscribed for it that it has been discontinued. It is all ways a welcome visitor, and we are sorry to miss it.

Our Teachers' Agency.

Teachers wishing situations and principals wishing good teachers of writing or any of the commercial branches, should bear in mind that they can probably secure the same through our agency. Send in your applications, with \$2, and we will render you all the service possible.

The Attention

Of persons who desire special instruction for teaching writing or designing and executing artistic penmanship, is invited to our advertisement on the seventh page of the JOURNAL.

During the past six years there has been 47,175 business failures, with liabilities for \$1,201,039,297, of which failures 10,478* took over in 1875, a greater number by 1,400 than ever occurred in the United States in any other year.

Remember, sixteen black numbers of the JOURNAL will be sent for \$1.

The Straight Line.

BY D. F. KELLEY

In nearly all the modern systems of penmanship the straight line is the first given for imitation, and is usually first in the list of principles, where it manifestly belongs, as the child attempting for the first time to reproduce a copy set before him, will doubtless, notwithstanding his marked departure from the correct form, apprehensively move nearly to them if he were required to make either of the two remaining forms. I say either of the two remaining forms, because the straight line, the right curve and the left curve in their various combinations and inclinations constitute all perfection of form in penmanship. Indeed we may go further and confidently assert that artists, sculptors and artisans make no other lines and have no conception of other lines.

Neither is there in all nature, animate or inanimate, an object whose boundaries are not marked by one or more of these straight lines. I do not, however, in this article, propose to discuss the advantages, or disadvantages of an analysis of writing by these three simple lines instead of forming other principles by their combinations, as my object is to show the importance of the straight line in writing, as well as to point out a few historical facts, not generally known, in relation to it.

The straight line is an important factor in modern practical writing because it appears in all the small letters, except *e*, *o* and *s*. And the fact that with one exception these straight lines are all made at the same angle, goes far towards determining the slant of all parts of the writing, and preserving the important element of beauty—uniformity.

In writing there are short turns uniting the straight lines with right or left curves, or right and left curves with each other. The length of the turn is one-sixth of a space, the height of *t* without the dot being considered a unit, and is equally divided between the two lines it connects.

Disregarding the distance traversed by the turn, the straight lines may be numbered and measured as follows: *e* has one straight line one-fourth space in length, *a*, *b*, *f*, *g*, *i*, *j*, *k*, *r*, *s*, have one straight line each, one space long, *h*, *k*, *n*, *o*, *u*, *v*, each, two straight lines one space long; *m*, three, two straight lines one space long; *n*, three, two straight lines one space long; *d*, *l*, one, each, two spaces long; *q*, one, two and one-half spaces long; *p*, one, three and one-half spaces long; and, one space. These lines are elevated $2\frac{1}{2}$ from a horizontal line, and are made downward, with the one exception the crossing of *z*, which is polished with upward movement upon a slant of 10° .

Upon no other writing with a pupil's progress depend more than on a careful observation and imitation of the straight line made with proper slant.

But it is not child's play to acquire the ability to execute these lines, and it may be interesting to some of my readers to know that the name of a man is handed down to us through two or five centuries for having succeeded in making, by free-hand drawing, a perfectly straight line. This line was, for ages preserved, but in the time of Augustus was destroyed in a great conflagration.

To-day all that the most of us know of Appelles is that he painted this fact. Such perfection as such a feat would not, however, be relied upon by even the most earnest pupil in penmanship at the present time.

Nor is the straight line confined to script letters alone, as can be seen by the following: **A E F H I K L M N T V W X Y Z** comprising both letters, and the remaining characters as made with straight lines, thus enabling us to express any idea we may desire without having recourse to cursive lines.

Interesting exercises, combining a certain number of straight lines to form an almost infinite variety of geometrical and artistic figures might be given, but space admit, but I will close with the further illustration of the use of straight lines.

In the earlier Roman notation I was as now one. II two III three, but instead of IV the I was repeated four times; and for five, repeated five times, and so on, and including nine. These numbers, as you see, were composed of single straight lines, forming outwards of the single line of the second order was then formed

by two straight lines in the form known as St. Andrew's Cross, which character was repeated for twenty, thirty, forty, &c., up to ninety, inclusive, in the same manner as the single lines. Then followed a unit of the third order consisting of three straight lines in this form **C**, which was for several centuries the form of the letter **C**. This character was repeated, as the others had been, to indicate two hundred, three hundred, &c. When a unit of the fourth order was required, four straight lines like the letter **M** was used. The value of **M** was also expressed in this form, **CIO**. For a long time these characters and their uses remained unchanged, until at last the droegery of repetitions created a desire to abbreviate which was accomplished in the manner which follows:

As **X** stood for ten, one-half of it, **V** was made to stand for five, **C** standing for one hundred, by an equal division formed **L** which stood for one hundred, and one-half of **CIO**, **ICIO** represented five hundred.

Artistic Workmanship.

A photo-lithographic and fac-simile copy of engraved resolutions, adopted by the Common Council of this city regarding the victory of the Columbia College Crew on the Thames, 30th June, 1865, and, executed by Daniel T. Ames, 205 Broadway, has been received at this office. The design is tasteful, and the execution of the workmanship superbly fine.

The Union.

you get the JOURNAL and premiums, worth \$2.00, all for \$1.30.



Mr. J. H. Barlow, who has long been recognized as a most thorough and accomplished student of art, and whose skill in the use of the pen, pencil or brush, will hereafter occupy a place in our rooms, and will be prepared to give instruction in free hand and mechanical drawing in perspective, and also to execute all orders for designing, drawing, &c.

Mr. Hiram Dixon, who is one of the veteran and somewhat noted knights of the quill in New York, is now and has been for thirty-one years past the chief accountant of the Adams Express Company at 59 Broadway. Although now in his sixty-eighth year, he swings a nimble pen. We saw a few days since an engraved copy of the Lord's Prayer which he had just inscribed by very fast and beautiful penmanship, as a donation to the St. Mary's Catholic Church fair, now being held at Hunter, N. Y.

A. C. Cooper has recently returned to his old post as principal of the Commercial Department of Cooper Institute at Paleyville, Lancaster Co., Miss., after having months under the tuition of Prof. P. R. Spencer at Cleveland, Ohio, during which time he has made marked improvement in his hand writing, as evinced by the very fine specimens which he incloses. Mr. Cooper is an enthusiastic and promising young penman, and was the only representative of the South in the recent Penman's Convention held in this city last August.

F. N. Horton, Brattleboro, Vt., writes a graceful letter, in which he incloses several specimens of card writing.

Jos. Foeller, Jr., Ashland, Pa., sends a Photographic copy 310 inches in size of an engraved copy of the "Lord's Prayer" in the Welsh language. The original is 20x24 inches and is artistic in design and very skillfully executed. It has a tasteful border-entangled with smilax. In the border at the right is a picture of Christ among the Doctors, a bible and a cross wreathed with flowers; on the left is a picture of the birth of Christ and a rustic cross enfolded by a serpent. Over the top, in clouding, are represented upon either side groups of angels, while in the centre are rays of light in which is the picture of a descending dove, under this is the following lettering: "Wely yr wyf fi yn mynwr ghoill newyddid in e lawenydd mawr," translated, "I behold 1 bring you good tidings of great joy." The lettering, scroll work, &c., is done in good style and reflects great credit on Mr. Foeller. The prayer is written as follows: Ein Tad, yr llyn wyf iau yn y Nefoddi; Sane- teiddur dy Ewng. Dwyd dy Dyrmas. Bydded dy Ffyrlys yn y Ddydd; Megys yno yn y Nefoddi, Dyro i ddyddid ein Barn hennydol. A madden i ein Dyleidion, Fely madden yn dy dyddid yr Ae nac arwadi i ddyddid; Fely gward i dyg Drwg. Amen.

Parents who desire to awaken an interest in writing on the part of their children, and teachers who wish to continue, to sustain the interest awakened by them in their pupils should certainly commend them to subscribe for the JOURNAL.

To-morrow is the day on which hazy folks work and fools reform.



The above cut is photo-engraved from a specimen furnished by Prof. Jackson Cagle, Penman at Moore's Business University, Atlanta, Ga. Mr. Cagle we think justly enjoys the reputation of being one of the representative penmen of the country. He is a popular and successful teacher, while his letters and specimens are among the best and most graceful of ready off hand writing that come to the office of the JOURNAL.

As a Special Inducement

For present subscribers to receive their subscriptions and to induce others to subscribe, to begin with the volume of 1879 (January number), we make the following liberal offer of premiums worth \$2. For each renewal on new subscriber enclosing \$1. and 20c. extra in stamps for postage on premium, we will, until further notice, send, with the first number of the JOURNAL, a copy of the Centennial Picture of American Progress, 20x28, and a copy of the Lord's Prayer, 23x28 inches. Each of which is along with the price of the subscription.

Remember this offer extends only to February 1, 1879. The regular premiums offered for club work are given additional to the premiums herein named.

Prof. J. C. Miller, Ickesburg, Pa., says: "I am in receipt of the 'Lord's Prayer.' It is elaborate and beautiful, excellent alike in design and execution, it is dazzling to the eye and mind of even an expert penman."

W. J. Todd, Wallingford, Conn., says: "I am in receipt of a gem of pen art."

G. A. Busing, New Orleans, La., writes: "The 'Lord's Prayer' is most beautiful. My friends are all delighted with it."

D. S. Porter, Law-Mercer, Ohio, says: "Both premiums are received. They are beautiful and elegant in design and execution. A thing of beauty is a joy forever."

The above are among the multitude of similar compliments from those who have received these premiums. Remember that



J. W. Pearson, Mecca, O., incloses a very graceful specimen of flourishing.

A. E. Dewhurst, New Hartford, sends an attractive specimen of flourishing and card writing.

R. T. Shepherd, Hughes Station, Ohio, writes a fine letter and incloses a gem of off-hand flourishing.

B. F. Judd, River Falls, Wis., sends specimens of card writing which are very good, giving a fair handle to be popular for card writing.

W. E. Dennis, Wright's Business College, Brooklyn, N. Y., sends specimens of business and off-hand writing, done up in his usual excellent style.

F. B. Davis, a student at Sonie's R. & S. Business College, at Sonie's, writes a handsome letter in which is inclosed several very fine specimens of card writing.

A very skillfully executed specimen of lettering and flourishing, in form for a letter heading, to be photo-engraved for the use of the Wisconsin Commercial College, Kingston, Pa., has been received from W. L. Dean, by whom it was designed and executed.

A Photo-lithographic copy of an engraved copy of the "Lord's Prayer" 810 inches in size has been received from J. R. Farwell, Brooklyn, N. Y., which is a very creditable specimen of artistic pen work. The lettering is good and well arranged, and inclosed in a graceful rustic border.



Answers to
No. 1. No communication accompanied with the first number of the JOURNAL, and no answer is given in this or any other column of the JOURNAL. Neither will questions, the answers of which are of general interest to the readers be answered, or criticisms upon writing given to any subscribers or patrons of the JOURNAL. The specimens upon which no criticism is levelled should be written on a note or letter sheet, in the writers hand and most careful style, one correct, and certainly no postal card, will receive attention.

S. B. Al, Ohio. Any common writing ink can be made glossy by adding a little gum arabic, or white sugar.

L. H. D. Marysville, Ohio. You write a fine letter, but the result is in the very great disproportion of your letters.

E. A. G. Elgin, Ill. Your specimens of flourishing although attractive, are greatly wanting in ease and grace of line and combination. You need much care and practice.

E. A. G. Elgin, Ill. Should fine pen drawing be executed with indistinct ink? Yes, no other will do for really first-class work. It flows smoother and gives a sharper ink. It resembles a blacker line than any other ink.

N. E. W. Where do you look while writing directly above, below, to the right or left of the pen point? We are in the opinion that the sight is focused, very nearly upon the point of the pen while one is writing. You write a very easy and graceful hand. More careful practice will improve it. It lacks uniformity in spacing and height of letters, and is wavering upon the line.

The Precious Metals.

THE WHOLE AMOUNT TAKEN FROM THE EARTH SINCE THE CREATION.

Apprehos of this globe epoch and age of silver bonanzas, we learn from the most reliable sources of information that from the earliest times to the commencement of the Christian era the amount of the precious metals obtained from the surface and mines of the earth is estimated to be four thousand millions of dollars; from the latter epoch to the discovery of America, another sum of four thousand millions was obtained; from the date of the latter event to those of 1852, the addition of nine thousand millions was made; the extensive working of Russian gold mines in 1843, added to the close of 1842 one thousand millions more; the double discovery of the California gold mines in 1848, and those of Australia in 1851, added, to the close of last year, five thousand millions, making a grand total of the present time of twenty-three thousand millions of dollars. The average loss by abrasion of coins is estimated to be a tenth of one per cent per annum; and the average loss by consumption in the arts and destruction by fire and shipwreck at two to eight millions per annum. The amount of the precious metals now in existence is estimated to be thirteen thousand millions of dollars, of which gold furnishes seven thousand millions, and silver the remainder. Of the amount now in existence, eight thousand millions are estimated to be in coin and bullion, the amount in the arts and manufactures is twenty and eight millions. Of the amount now in existence, seven thousand millions are estimated to have been obtained from America, three thousand millions from Asia (including Australia and New Zealand), two thousand millions from Europe and the remainder from Africa. Prior to the commencement of the Christian era, the annual product of the precious metals was about two millions of dollars; from the commencement of the Christian era to the discovery of America it was three millions; three hundred and fifty years it attained to twenty-five millions; during the decade immediately following, 1842 to 1852, it was one hundred millions, and since the double discovery of the California and Australia mines, 1853 to 1872, it has averaged two hundred and fifty millions of dollars. The annual product of the precious metals attained its acme in 1853, when it was two hundred and eighty-five million dollars. The increase in the amount of the precious metals in existence has been greater during the last twenty-five years than during the previous one hundred and forty. With such magnificent results before us, it is not singular that California and the Pacific Slope do not cut a more important figure in the world of commerce.—*San Francisco Era*

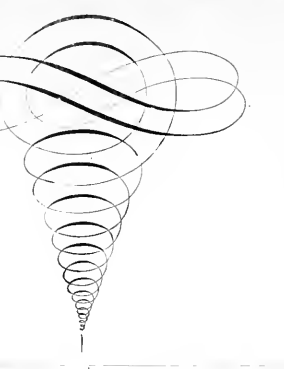
A Good Riddle and Answer.

The following riddle is attributed to Mr. Manuvel, the essayist.
Cut off by lay and—single I am
Cut off by lay and—plural I appear.
Cut off both head and tail, and strange
Although my middle's left, there's nothing there.
What is my head, cut off? A sounding sea.
What is my tail, cut off? A roaring river.
Within whose eddying day I peared.
A parcel of soft sounds, though mute for ever.

Shortly after the publication of the above, a correspondent furnished the following answer:

Food: "I've given it to a cow."
Cut off his head, he's very on.
Cut off his tail, and he's a Co.
And that's a "plum" all men know.
Cut off his head and tail, you leave
A harmless nothing, if you perceive,
What is his head? A sounding sea.
What is his tail? The river D. (Doe)
And where the Eppene, but cries— "Odds
Zounds,
I know the Co. produces most sweet
Sounds."

EXERCISE FOR FLOURISHING.



Photographs.

One no man anything.
Temptations are intractable.
Money earned is money valued.
Fortunes are made by savings.
Money easily gotten is soon spent.
God promises nothing to idleness.
Never make a loan on impropriety.
Ennui is the ghost of murdered time.
It is bad to lean against a falling wall.
He is rich who is poor enough to be generous.
Slight small injuries and they will become none at all.
Idleness is many gathered miseries in a single name.

Life is a pendulum swinging between a smile and a frow.

Idleness is hunger's mother, and of theft it falls brother.

If laughter is the daylight of the soul a smile is its twilight.

Judge not from appearance lest you might err in your judgment.

Haste trips up its own heels, fetters and stops itself.—*Seneca*

No man can be provident as to time who is not careful as to company.

One bell serves a parish, and one helpful hand serves many a cause.

Applause is the spur of noble minds, the eud and aim of weak ones.

I have been everything and it amounts to nothing.—*Seplimus Seneca*

Knowledge and labor should not be much used until they are seasoned.

Boardship is an ornament to youth, but a reproach to old age.—*Aratelle*

Motives are like harlequins, there is always a second dress beneath the first.

If thou faint in the day of adversity thy strength is small.—*Proverbs xxi. 10.*

True happiness costs little, if it be dear it is not of good quality.—*Vicentius Days*

In this theatre of man's life it is reserved only for God and angels to be lookers on.

To be in a passion is to punish one's self for the faults and imperfections of another.

Kind words are better than gold, and the voice of a friend has saved many a man from ruin.

How minutely would our conversation be attended if all mankind would speak only the truth.

Trust him little who praises all, him less who censures all, and him least who is indifferent to all.

The superiority of some men is merely local. They are great because their associates are little.

Polltiness is money, which enriches not him who receives it, but him who dispenses it.—*Vicentius Days*

No life can be pure in its purpose and strong in its strife and all will be purer and stronger thereby.—*Owen Meredith*

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plain until it comes to the signature; there the J looks as much like a D as anything else. The letter of his I have is a charming one. It is in answer to one from a friend who had written him for some literary work, and goes gradually, "I have only a few more about anything I have written," he writes. "The pleasantest bit in the world is to throw one's self away, and next to that to give one's self away to one's friends." There is a specimen of Tom Hughes's penmanship in a joint letter to a friend who gave it to me. "I don't you'd say," it begins in the first of English hands, and there are four closely-written pages, and there is no falling off from the first word to the last. J. Anthony Froude writes distinct, though fine hand, with the words very far apart. "Yours truly," is the closing of the letter, as is "Kate Field," written in a square, bold, and characteristic and recognizable hand under any circumstances. I don't think there could form a proper idea of Julia W. Adams from her handwriting. It looks as though the pen barely touched the paper, and bears the appearance of being written with a leaflet, however, except in the Howe signature, that might as well be anything else.

Now I come to the worst writing I ever saw. It is a page of the manuscript of one of Mrs. Oliphant's stories. If she had written with the point of a hair, the strokes of her pen could not be any finer. I remember when this manuscript was first received in New York, some six years ago, the printers refused to set it up. They declared they could not read it, so a friend and I set to work to rewrite the whole story. He being good at deciphering bad writing, read aloud, and I wrote down his words. You would not wonder that the compositor relieved if you could see the manuscript covering a large sheet of blue paper, and running diagonally across the

George MacDonald writes a large, manly hand, with bold, black strokes, and an unmistakable signature. The first Buchanan writes an easy, round, affectively charming hand, as though he was trying to be funny, lightlike, but it did not like to be altogether so. The middle early cursive on his letters that are rather roughish. William Winter writes the most regular, elegant, and beautiful cursive of any man I ever saw. The letters look like the handwriting of a professional calligrapher. The letters on the envelopes look very plain, and you begin the letter swimmingly, but before you know it, you are brought to a standstill. I have never seen a more perfect cursive. I have never been able to decipher both half of Horace Greeley and ex-ovs. Bruce Loring had the pains for writing the most unhandy. I believe that there is no man in Gov. Bruce writing in almost every printing office in the country preserved as a curiosity.

This list of evils—of common sense is from *Bernard's Educational Manifesto*—seems to indicate that education is to be exactly what the teacher indicates, *educe*, a drawing out of all the faculties of our nature. It is not instruction—array of facts or principles—to be studied, arranged, or memorizing a subject. It is not learning set lessons and filling the mind with book knowledge. It is leading the natural mind to think, and judge, and decide for itself. As good as that the poorest child in a teacher could render a pupil was to give him a ready-made answer. We believe the teacher should be the center of schools, not to be perpetuated in our country as well as abroad all normal schools, teachers' institutes and examiners, and simply know the mind and hearing, the power of keeping or

An author, residing in a Western city, sent by mail to his friend in New York a copy of his book, on the fly-leaf of which was written something like this: "Wolfgang Winkiedrich Prohn, with the compliments of Washington Post." The New York Post Office clerks received this infamous inscription, and "charged" the sender with the sum of \$2.25, which was paid in 26 cents paid by the sender, the rest remained \$2.25 which was the from Wolfgang Winkiedrich Prohn. A person in Ostris, Ohio, desiring that his favorite weekly paper, published in New York, should print certain familiar verses, wrote on a postal card a request to that effect, and, to make all sure, pasted on the card a photograph of himself, the recipient of this valuable communication, for which will appear further on, was compelled to pay 5 cents postage thereon. A New York citizen, having noticed in *The Times* an editorial article which he thought would interest his friend in Boston, went to a window in the New York Post Office and asked for a "copy" of the article, which he paid one cent. Putting this about the size of a postage stamp, he dropped it into the box. The weight of that copy of the paper happened to be two ounces and one-sixteenth. Being weighed, it was thrown into the waste basket as insufficiently paid, and before the sender left the building it was on the way to the furnace. Subsequently, the interested Boston man wrote to his friend in New York: "There is a tin in your Post Office."

In each one of these instances the postal authorities proceeded according to law as expounded by the rulings of the Post Office Department. The Statutes of the United States provide that the sender of a book may write on the fly-leaf, "Wolfgang Winklerborn Brown, New York, N. Y.," and the book is not liable to mischief. Therefore, Mr. Brown paid 82 1/2¢ for the "compliments of Mr. Potts. The gentleman in Osnabrocht would have put his printed name in an unsolicited envelope, which, being sent to the New York publisher, would have been returned to him as undelivered—*one cent*. He says that the nothing that he "attached" to a postal card. The poor little verse was posted on with a thick cross position, and the whole thing then weighed more than a half ounce. It was unsolicited, and the sender was charged with the postage. Therefore, the sender was charged with letter postage. He weighed more than a half ounce, and it required six cents postage. But one cent having been paid for the postal card, only five cents were needed for the postage was collected. In the case of the newspaper, the sender was charged with one-cent stamp, the sender only knew that a newspaper wrapper costing one cent was a newspaper wrapper. He never dreamed that the Post Office clerk was required to weigh his paper, and it was not prepared at the rate of one cent per pound. The sender was charged, therefore, to throw it into the next, in his

Generally speaking, it is safe to say that the postal service of the country is administered on the theory that the people served must be put to every possible inconvenience. Indeed, this is true of almost every branch of our Government. With War, Navy, Interior, and Law affairs, the people have very little to do. We come immediately in contact with the Post Office and Treasury Departments. Of the last named branch of the public service, the Customs touch us most nearly.

We all travel, sooner or later. And all the Customshouses on the face of the earth, with all their objectionable features combined, are not so vexatious, frivolous, insolent, and exasperative of patience and Christian charity as the Post Office.

Next to this comes the American Post Office with its intricate rulings, its enormous system, and its wire-drawn classifications. The Post Office people merely administer the laws.

The Post Office Department is a court of final appeal, and its rulings are law to all subjects of the Empire.

There is no appeal from the rulings made upon the laws of Congress. And the laws of Congress are the work of men who know as much about the details of Post Office business as a monkey knows about trigonometry.

And Congress, by its burdensome statutes, seems to be anxious to worry the people who have transactions with the Post Office. In this respect the Post Office is still guided by the Post Office Department with its capricious rulings.

Of these rulings let us give a few examples. There was no classification of mail matter until 1825. On the statutes of years preceding that date all present classifications are made. The type-writer is a modern invention, and the first patent was not known to Post Office officials. Next came the typograph, and then the electric pen. These machines produce matter which is merely written by machinery, whether in single copies or duplicate. Confronted with a new problem, the Post Office authorities at Washington flew to the statutes. These were silent on the subject of machine-writing. Therefore, matter produced by the typewriter, the typograph, and the electric pen was classed as "unclassified." As we have seen in the case of the pasted postal card, unclassified mail matter is chargeable with letter postage. The agents of these machines moved upon Washington. Reinforced by Senators and Congressmen, they coerced the department into reversing its decision, and matter produced by the typograph and the electric pen was classed as "letter matter." But the matter, the type-writer being "left out in the cold." Then, the pressure being removed, the department again ruled that even this concession would be revoked March 4, 1879. So, unless Congress comes to the rescue, type-writer, typograph, and electric pen will produce matter subject to letter rates after March 4. This seems frivolous. In 1875 the postal law provided that "letters shall cost 50 per cent, and newspapers, 25 per cent, each," in word, in consequence of a change in the tariff, was charged letter rate under a decision of the Post Office Department to this effect "As prices increase, partly on writing is subject to letter rates of postage when sent to the mails." In like manner, an architect's plan, drawn with a pen, and a photograph, and the like, and photographic copies of these plans were charged letter rates as "photographic proof, &c." Authors' corrected proofs are third class matter, but an author having marked on his proof "run up, sold," made his entire package liable to letter postage, under a ruling of the Post Office Department to the effect that "any notations made on corrected proofs by which they are made to serve as evidence, subject to instructions given in writing, subjects the sheets to letter postage."

Examples like these might be indefinitely multiplied. We have said enough to show the necessity of having the entire postal code.

17.

If I live were bluer,
And fewer the atoms on land or sea;
Were slugs and snails
No longer corners—
Baptized corners—
What a Cypria this would be!

If life were longer,
And falls were stronger;
If pleasure would hold, If care would flee,
If each were brother
To all other—
What an Arctida this would be!

Were good, shoddy,
And evil, shoddyish;
Were slavery chains and freedom free;
If all earth's troubles
Collaps'd like bubbles—
What an Elysium this would be!

—H. S. Leigh.

Ancient Money.

Very numerous and dissimilar substances have been made to serve the purposes of money among the different people of the world. Of the aboriginal natives of this continent in the mounds of the West and South, specimens have been found composed of lignite, coral, bone, shell, terra cotta, mica, pearl, carnelian, clausodont, stone, paper, and even gold, silver, copper, lead and iron. When other substances of a more perishable nature were used, as, of course, unknown. In the northern and eastern portion of the continent the natives used dried fish, skins, as well as strings of wampum made from various kinds of shells for money.

Before the invasion of Julius Cæsar the natives of England had the plates, iron plates, and rings, which were received as money. On the authority of Seneca a curious account is given, where leather apparel, properly stamped to give it a certain legal character, was the only current money. After a comparatively recent date in the annals of Europe, Frederick the Second, at the siege of Mhar, actually paid his troops in leather money. Nearly the same circumstance occurred in England during the great wars of the barons. The Carthusians also made money of leather, while several of the Asiatic nations used the inner bark of the tree and barks tree cut in round pieces stamped with the mark of the sovereign, which to counterfeit or refuse made part of the kingdom was punishable with death. The crown of Queen Philippa, which had been pawned at Cologne for 22,000 marks, was redeemed by giving three hundred and thirty four and a half sacks of wool. In the course of 1590, King John, for the ransom of his royal person, promised to pay Edward III of England three millions of gold crowns. In order to fulfill the obligation, he was reduced to the mortifying necessity of paying the expenses of the palace in leather money, in the event of each piece being a bright piece of silver. In that reign he found the origin of the taxated house of baywood called—confering a leather medal. The imposing ceremonies accompanying a presentation gave full due dignity and value to a leather pound, which not only was gradually printed and carefully to receive at the hands of subjects.

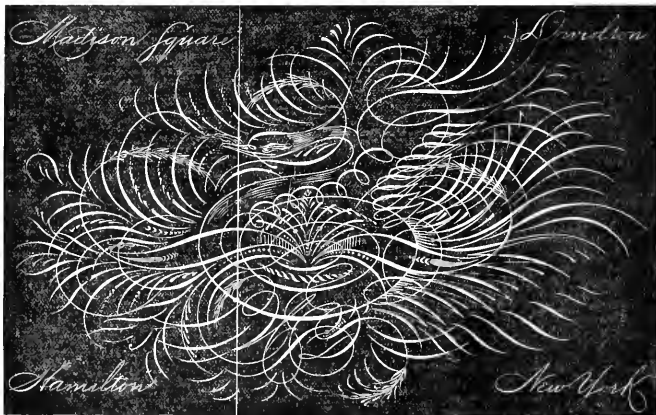
The invention of coinage is ascribed by Herodotus to the Lydians, to whom also, by some authors, is given the credit of the invention of metal money. By other writers the honor of the invention of coinage is given to the Egyptians, where they were among the first Greeks that applied their skill to commerce and navigation. It would appear, however, that to the Assyrians the world is indebted for coinage as an art.

As late as 1724 there was an immense issue of money in Holland stamped on small sheets of parchment. But farther back in the story of coins, Numa Pompilius, the second king of Rome, who reigned six hundred and twenty-two years before the Christ, first made money, and used as well as leather. Both gold and silver appear to have been in extensive circulation in Egypt soon after their potency was understood in Asia. Thence they were introduced into Cathage and Greece, and finally traveling farther and farther in a westerly direction. Rome discovered the importance of legalizing their circulation as money.

Weight having always been of the first

importance in early times, the shape of money appears to have been a matter of perfect indifference for a series of years. When the small pieces or portions of metal received as precious were extensively circulated, it is quite probable that each person shaped them to suit his own convenience as is practised, to some extent, at this time in remote portions of the East Indies. There the payer cuts off parts with shears, till he obtains by exact weight the stipulated price. It was thus that men traveled with the evidences of their possessions in a sack. But great inconvenience must have resulted from this often tedious process, and as nations advanced in civilization and the economic arts, a certain mark or impression on pieces of a certain size caused them to be acknowledged each as the representative of a certain sum of money. This facilitated negotiations and led to further improvements both in the form, weight and beauty of the devices stamped thereon. The custom which has prevailed for many centuries past in all the nations of Europe of stamping the medallion likeness of the reigning sovereign on the coin newly issued, enables us to read the history of their successive dynasties in the faces on the national currency, so that their "stamped metal" answers a twofold purpose. The "guinea's stamp" becomes a history in itself, which, as Hood sings—

—even his moulded coin expresses,
Now stamped with the image of good queen Bead,
And now of a bloomy Mary."



This is a specimen of Black-lead Flourishing by W. E. Dennis, of Wright's Business College, Brooklyn, N. Y.

Educational Items.

To-day will shortly hold its first State Convention of teachers.

The schools of Munich, Ind., have added photography to their course of study.

It is probable that book-keeping and common read arithmetic will be taught in the regular high school course in Memphis.

The total enrollment of the public schools of the United States is 88,000,000, and it is estimated that the average daily attendance is 1,000,000.

A memorial asking Congress to appoint a commission to consider what can be done to amend our orthography is now going about seeking signers.

Apparatus for teaching the metric system has been distributed to the Boston grammar schools, and the primary schools will soon be similarly supplied.

The colored schools of Washington are said to be the best schools of the sort in the country. They are taught almost exclusively by colored teachers.

The largest sum expended in this country for each enrolled scholar is to be credited to the Choctaw of Indian Territory. Each pupil in their schools is educated at an annual cost of \$25.76. The small sum per capita—eighty-nine cents—is paid by Alabama.

Both Wisconsin and Illinois have reconsidered legal decisions as to the choosing of studies by parents or teachers. The Wisconsin court says: "It is unreasonable to suppose that any school who attempts schools can or will study all the branches taught in them. From the nature of the case some choice must be made, and some discretion exercised, as to the studies which the different pupils shall pursue. The parent is quite as likely to make a wise and judicious selection as the teacher."

The Board of Education of Springfield, Ill., have adopted a spelling reform resolution as follows: *Resolved*, That irregular spelling of the English language is a serious hindrance in learning to read and write, and is one cause of the alarming illiteracy in our country; that it occupies much time in our schools which is needed for other branches of study; and that it is desirable to request our Legislatures, State and National, to appoint commissioners to investigate this matter and report what measures, if any, can be taken to simplify our spelling.

At the recent meeting of the Northeastern Ohio Teachers' Association one of the members read a paper on political education in the public schools. He recommended that these schools should teach a knowledge of our government, its history and its institutions, and complained that three-fourths of the high school graduates go forth without one lesson on the science of government and without definite knowledge of municipal, county, State or Federal government. Considering

wanted to see illustrations by the teachers, and also wanted them to exercise as much freedom as possible from the books, while clinging to the subject matter. Another fault was that teachers were not prepared for the lesson when they went to their classes, and hardly knew as much of the text as do the scholars. A great fault is that teachers are in the habit of hearing rather than teaching lessons. Another member said that a great fault in the present system of teaching was an over crowding and an attempt to teach too much. He believed in making the student, rather than the teacher, do the work, and thought such a plan could not but result in good to the scholar.

Several very wise and uncommon suggestions are made in the report of a standing committee on Industrial Education to the California Teachers' Association. They specially recommended that in all schools more attention should be given to "thoroughness" in reading, writing and spelling the English language—a recommendation which is far from being unnecessary. Arithmetic should also be taught, in the opinion of the committee, in such a way as to secure readiness and accuracy in the four rules, the tables, common and decimal fractions, and interest—again a not unnecessary suggestion. Specific instruction in the principles of morality for at least an hour every week—the instruction of girls in the general principles of domestic economy; the talking to boys concerning the necessity and ability of labor, whether manual or mental, and instruction in the laws of health, are

the question of time necessary for such study the speaker suggested, said: "Here in Cleveland we spend, before entering the high school, time equal to one school year in drawing, and what is the result? Among the graduates not more than five per cent can make a simple sketch of a tree."

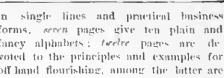
There is a violent good sense in this paragraph from *The Philadelphia Press*: "The great end of education is not information, but personal vigor and character. What makes the potential man is not the well-informed man, but alert, disciplined, self-commanded man. There have been highly trained and accomplished men in days when a hand-drawn map of geography hardly went beyond the islands and mainland of the Levant. There were powerful English writers long before Lindley Murray wrote his Latinized English grammar. What should be understood thoroughly is that cramming is not education. It is a mistake to over-learn much ground, and to seek to make youth conversant simply with the largest number of studies. Let them learn a few things and learn them well. Let the personal influence of the teacher be relied upon rather than books and elaborated methods."

At the recent meeting of the New Haven Teachers' Association, one of its members very sensibly said: "I don't believe a teacher who merely followed a text-book. He

recommendations as a excellent as unusual in addressing teachers. "In all schools," the committee say further, "pupils should be trained by 'language lessons,' to express their thoughts correctly in speaking, and to write English with sufficient accuracy and readiness to be able to write, spell, punctuate and express in grammatical sentences a letter of business or friendship. It is necessary to do so, neither a part of the book on grammar in favor of the above recommendation." The establishment in the State University of a professorship of the Science of Education, and the payment of money by school teachers "only on condition of first-class work by professionally trained teachers," are suggestions of particular value. In short, there has been seen for a long time an educational report surpassing this in good sense and practical considerations.

Our Teachers' Agency.

Teachers wishing situations and principals wishing good teachers of writing or any of the commercial branches, should bear in mind that they can probably secure the same through our agency. Send in your application, with \$2, and we will render you all the service possible.



several of the most graceful and masterly specimens ever executed by that prince of flourishers, John D. Williams, who was the author of this work. In the edition

The work thus combines the practical with
ornamental to a greater extent than any

other hand book of penmanship now in use. No penman's library is complete without it. Sent by mail on receipt of \$3.00, or free for a club of seven subscribers to the JOURNAL.

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It consists of *fifty-one* large quarto pages, which are engraved in a superb

rior manner upon stone, sixteen pages are devoted to copies for plain, Italian and round handwriting; thirteen pages are devoted to the principles and exercises for

flourishing of the latter are several large and complicated specimens, among which are those designed for numbers 11 and 12.

the three designs for "leaves," "a bird in a nest," "swan with quills, and surrounding flourishes," making a most elegant design. "a bounding stag," and various bird designs, *unclown* pages are devoted to alpha

jects and lettering. There are in all twenty-four alphabets—ranging from the plainest to the most ornate. Upon the last page but one is a beautiful specimen of pen drawing, which, by the way, is not the least of the

entitled "Home, sweet home," representing a bird in a nest, with floral and ornate surroundings. Upon the last page are two fine specimens of lettering ornamented with flourishing, also the figures, white, set in

clouding. The whole work is executed in an almost faultless manner, and is of unquestioned excellence as a guide, authority and standard of correct taste and method.

els for flourishing and lettering. No student aspiring to excellence in ornamental or artistic penmanship can afford to be without a copy of this work. Sent to any address on receipt of \$5.00, or free as a premium for

AMES' COMPENDIUM OF PRACTICAL AND
ORNAMENTAL PENMANSHIP.

This work is printed upon forty nine (49) pages, and is by far the largest and most comprehensive work upon ornamental and artistic penmanship that has ever been published. But a very limited portion of it is

It is designed especially as a hand book.

and guide for ornamental and professional pen-work. *Three* pages are devoted to

plain and practical writing, *fourteen* pages are devoted to alphabets, of which there are twenty-three, including Roman, Greek,

Egyptian, Syriac, Old English, German and Church Text, and many others, in plain and

the most ornate style, *ten* pages are devoted to principles, exercises and designs for

flourishing, lettering and drawing, one of which is a page of eight flourished designs.

in cards and albums, *usually one* page is devoted to complicated designs for engrossed letters, such as "Wedding Invitations."

certificates, memorials, resolutions, certificates, diplomas, &c. &c. altogether presenting an unusual and variety of association.

and artistic designing—lettering and ornamentation unapproached by any other work.

ever published. The original pen-and-ink specimens of which these pages are *fac simile*.

reproductions were all executed with great care and labor, most of them being copies from the original.

As works executed in order, sums as high as \$500 has been paid for the execution of what represents a single wage of this kind.

A peculiar and valuable feature of this work is, that unlike others which have been

engraved then by changing the character by perfecting the original pen work its pages

being transferred by photography direct from the original pen work to the stone, for

could be *changed*, in *form* upon the print, herefore the observer of this mark remains

he engraver while the pupil or imitator

will feel that what others have done with a pen he may do, and will strive with greater

confidence, knowing it to be attainable, than it is possible for him to do while con-

regions of vainly striving for the impossible (to the pen) perfection of the engraver.

In this work are practical directions and examples for nearly every form and style of work that a professional penman will be called upon to execute. It is sent to any address for \$5.00, or free for a club of twelve subscribers to the JOURNAL.

CONSUMERS' BOOKS OF LETTERING AND FLOURISHING.

are each of 24 quarto pages, in paper covers. The book of lettering gives the principles of the Old English and German Text, with the alphabets, also Roman alphabets and several pages of text and ornate Roman lettering tastefully flourished and ornamented. The book of flourishing gives a variety of exercises for flourishing, embracing the principles—links, quills, &c. They are good works for the money. Sent, post paid, on receipt of 50 cents each, as a premium for two subscribers to the JOURNAL.

Business Education

The unparalleled success and universal approbation which have accompanied and promoted the development of education, and which only proves the wisdom of its institution, but is a just acknowledgment of a discerning and intelligent public—that a practical education stands first in the order of requisites to success. The age when men without any education have achieved success, has almost passed out of memory. More than ever before, is the necessity now urgent, that the young athlete should be skilled in the principles of that conflict in which he is about to engage. He must be educated with a strict and especial reference to business pursuits. If he intends to become a business man, it is a great mistake to suppose that the "learned professions," so called are the only ones that require a thorough and systematic course of training. The idea that the commercial man and the accountant may learn his profession from the routine of actual service, is just as absurd as to infer that the lawyer may learn the nicest legal points from actual practice at the bar, or that the physician may obtain his knowledge of anatomy by at once commencing the practice of surgery, without previous study of training. They have their colleges of science and practice, which are indispensable to their future success, so, too, should the school-room of the business man, be a room of that larger school room, the busy, bustling world in which he may be versed at once in the *modus operandi* of his business, and from his superior education for actual business life, be the better fitted to cope with his fellows, profit by their guidance and avoid their errors. "An ignorant merchant may happen to succeed," says Freeman Hunt, even in our day, but any one must see that it is the most improbable contingency.

There is such a thing as a business education, distinguished from the education doled out to our "classes of seminaries" and "modern colleges," an education which shall acquaint the farmer and the mechanic, teach the artisan the theory of his art and open up to the aspirant for more intellectual honors, all the ways and by ways which he must explore in order to reach his goal. Nor is it of modern date. A practical education in his special branch of business, either in the form of a regular apprenticeship or some other way, has ever been considered quite as essential to the merchant as to the mechanic or professional man, but previous to the introduction of commercial colleges in our land, the "counting house" was the business man's college and not until after a long and diligent apprenticeship had been faithfully served was he prepared to cope with his fellows in their strife for gain and, in some lands, even now, it is customary to receive a hundred dollars of from five hundred to fifteen hundred dollars of the privilege of serving as an apprentice in any particular branch of the most useful profession.

But the counting house, especially in our land, has ceased to become a school room, shortly be in our hands the whole must needs cannot stay. The schools of commerce permit the candidate for the mercantile business to learn his profession there, and were there no other alternative his education must necessarily be exceedingly meager, and his success naturally a lamentable failure. Hence, what is so universally felt and acknowledged, must be admitted as an indispensable necessity, and it is such facts as this that has rendered the facilities now offered for obtaining a practical education so justly commendable, and enabled one of our popular American writers to remark, that "the commercial colleges of our land were the most valuable institutions of our country."

We have neither space nor desire to establish a contradiction to the argument fully urged by those whose opinions are radically premature; or, perhaps, whose interests are jeopardized, that "nothing can be learned without experience." Nor do we make the bare assertion without the most conclusive and positive evidence—evidence deduced from hundreds now in actual service—that, like any other science, can be learned.

Art Culture

A THROUGH SCHOOL FOR INSTITUTIONS.

Art culture is the great desideratum to qualify for our country to place her on a higher level in the scale of civilization, by the development of an æsthetic sense. It would not be difficult to demonstrate that in such culture may be found one of the most important developments of national resources, financially as well as intellectually and

ment will be found in another column. From our long and intimate acquaintance with Mr. Barlow, we know him to be among the most efficient individuals of our time, being made in many cases to satisfy this demand.

Among the most encouraging of these we may mention that of Mr. Barlow, now opened at 205 Broadway, whose advertisement the most skillful and experienced artists and teachers of our country. Among his numerous patrons and pupils are some of the most wealthy and refined citizens of New York. And we feel assured that the facilities which he now offers to aspirants for genuine art study and culture, are not excelled in the country, while his terms will be very reasonable.

Send a Specimen of Your Writing.

To enable us to, accomplish a certain plan we have in view for the interest and benefit of the readers of the JOURNAL, we hereby invite every reader not a professional penman to write on a slip of paper 2½ inches in size, in their very best style, the following words, viz.,

"Written for the PENMAN'S ART JOURNAL as a specimen of my handwriting."

Date..... Name.....

P. O. address.....

and forward the same to the editor of the

young man of his word, for the names for the club came as promised; fifteen this time, free better than his promise. This is the largest number of subscriptions forwarded by any person during the same period of time.

Mr. Kimball has received as compensation premiums to the cash value of \$16.50. Will not some enterprising young man do the same that Mr. Kimball has done in each of the other numerous Business Colleges, some of which have very few representatives upon our subscription lists, whereas every student of not only writing, but of any business branch, should be a subscriber to the JOURNAL, and all who are really enterprising, would become so were they properly solicited. Who will do it?

Obituaries.

We are deeply pained to record the death of one of the most worthy, accomplished and promising young penman and artists—Walter F. Garlwaite, of Elizabeth, N. J., who died from hemorrhages of the lungs on the 10th of February, at St. Paul, Minn. where he had gone in the hopes that a change of climate might afford relief from the dreadful malady, consumption, with which he was afflicted. Young Garlwaite was not only a skilled writer, but was skillful at sketching and portrait drawing in crayon. Nor were his talent alone displayed in this direc-



The original copy from which the above cut is photo-engraved, was executed by J. T. KNAPP, Principal of the Eastern Pen Business College. The excellence of the original manuscript we have rarely seen excelled. It gives conclusive evidence that

Penman's Art Journal. Our object in calling for these specimens and plan for using them will be fully explained in the April number, after which no specimen can be received in accordance with our plan. No one interested in penmanship should fail to send a specimen.

Although a very large number of specimens of writing have been received in response to the above request, yet the number is very far short of what we desire and what it should be. We, therefore, hereby extend the time for receiving specimens another month. Let no reader fail to respond.

Better Than His Promise.

In the February number we mentioned that Mr. Le Dot Kimball, a student at the Lowell Mass. Business College, sent clippings of twelve subscribers to the JOURNAL in each of the months of December and January and had promised another club of twelve in February. He is evidently a

man, he composed music with considerable success, and was an accomplished singer, being the regular leader of the singing in the Sabbath school. He was a frequent contributor to the columns of the JOURNAL. His articles were always clear, pointed and interesting. The *Elizabeth Daily Journal* closes a long and interesting notice of his death, with the following very appropriate and truthful remarks:

"In many respects Walter Garlwaite was a young man of unusual character. Those who were most intimately acquainted with him will recall the purity of his thoughts, the chasteness of his sentiments, and the depth of his religious feelings. The strength of his moral character far exceeded his physical strength, and his religion was to him all absorbing. His early death will be mourned by all who knew him, and those who have merely acquainted themselves with such of his labors as have been made known to the public, will regret that his talents were not permitted to develop, while his intimate friends and relatives will feel

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The instruction is thorough, and includes Plain or Business Writing, of hand, Penmanship, Lettering, and Book-keeping, and also Pen-Drawing, Designing, and Engraving Resolutions.

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On receipt of the prices annexed, we will forward
in return of mail, or by express as stated, any article
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Amos Thompson's *Handbook of Ornamental Penmanship*, 500 cloth

Butte, half leather and gilt	3 00
Ames' Copy Slips for instruction and practice in practical writing, 1st sheet, containing 40 exercises	7 00
	10

100	100	5 00
Bristol Board, 3 sheet thick, 22x28 in., per sheet, \$	50	
"	22x28 per sheet, by Express,	30
French B. R., 24x34	"	25

White, drawing paper, hot press, 15x20 in.	\$ 15	\$1 20
per sheet	quire	
	by mail, by ex	

00	00	00	10x22	20	2 00
00	00	00	10x24	20	2 20
00	00	00	21x30	25	3 75
00	00	00	20x40	65	7 00
00	00	00	31x52	2 50	30 00

Blank Bristol board cards, per 1000	25
" " " " 1,000,...	2 00
" " " " 1,000, by express	1 50
Index cards, blank and sorted, 18 different designs, very beautiful for work of 25 cards, etc.	

Windber & N. wt. 150 super 1 supp. ind. ink, pr. blk.	2 00
" " " " " " " "	1 00
1 doz. 8 oz. bottles containing colored ink sent by	

White Ink, per bottle, by express	1 21
Gold " " " " " "	50
Black & Japan Ink, per pint bottle, by express	1 00
Prepared India Ink, per bottle, by express	1 00
	60

Method's Seed Sheet Pins, per gross	1 50
Amyer-Penniman's favorit No. 1, per gross,	1 40
" " " " " " " " " " " " " "	.90
Specto-gram No. 1, extra for flourishing	1 25
The Queen's Wax Biscuits	2 00

Waterbrush No. 128	1.00
Expressing Pens for lettering, per doz.	1.00
China Quill Pen, very fine for drawing, per doz.	.25
Dixon's American template Lead Pencils, very	.75

Williams & Packard's Gas Pipe	25
" " " " " " " " " "	500
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NEW YORK, APRIL, 1879.

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Primary Instruction in Writing.

A paper by George H. Shattuck before the Penmanship Convention in New York August 12th 1878.

In speaking of primary instruction in writing it is not my purpose to enter into the details of these studies. I take it for granted that all present are sufficiently familiar with that branch of the subject as to require no suggestion from me.

I propose to take a broader view of the matter and consider some of the difficulties that confront the child in his first efforts in penmanship and to some extent point out their origin and the remedy.

So far as it may serve my purpose I may give some hints gathered from my own experience and observation. It is conceded that a large majority of the pupils of the penmanship school have to engage in some employment before entering the grammar departments. It is the testimony of school officers generally, that while the primary grades are overcrowded the grammar and high schools offer ample accommodation for all who choose to come within their influence.

I find the following collateral testimony on this point in the *Philadelphia Ledger* of recent date: "In this city (Philadelphia) and other large cities and towns throughout the State, one tenth and probably more of the people complete their public school education before they get beyond a secondary school.

Ninety thousand out of a hundred thousand never get the advantages of the grammar schools. These nine tenths have to go out to work of life with no more schooling than they can get in secondary schools, and one half as a rough estimate with no more than they can get in the primaries." It is in view of facts like these I think that the Commercial Colleges of today find one of their strongest claims to public favor, and fill an important place in the education of youth that is not provided for in any other way. In the system of public school instruction, and while they fill an actual want that existed prior to their organization, no adequate provision has been made for proper and successful drill of pupils just commencing their efforts in penmanship.

It is not our error to provide as successfully for their wants as the Business Colleges do for an older class, that I propose to test your attention to some suggestions in this paper.

I wish to see the small boy of the period when he leaves school to enter the store, the workshop or other employment, whereby he may own a small pittance, provided at least with all the elements required to develop a good, legible hand-writing. It is at this point that the actual battle of life commences.

Surely a model boy in he who is not haunted by the ghosts of besous undated or faded papers, is to show to present the youth as he leaves the public school with only the rudiments of a common school education, already conscious of his defective knowledge and unguided opportunities, and too often I fear an overbearing consciousness of some unfavorable teacher who had failed to impress him with any just appreciation of the influence of his handwriting habits on his future life.

I can point to myself with what pleasure would the confidence of the teacher in our Business Schools be lightened up he welcomed the pupil already endeavoring to make his way in the world, and had already acknowledged the sum of way to success as good, thorough business education, and I imagine in his heart a cordial respect for those teachers who had inspired their pupils with the fact that through a thorough acquaintance with business ways lays the most direct road to success, noted the memory of most of us who have been made in the methods of teaching writing in many of our public schools, that they are taught penmanship much earlier than twenty years ago. Indeed it is but too true that writing with pen and ink was allowed to the primary grades of this city. Now it is required in the primary grades.

As a view of the improvement of these schools I make two quotations. In an article of the Massachusetts school reporter, edited by Horace Mann, and published some twenty-five years ago, I find the following: "The fact is, unfortunately that writing is now more generally neglected than any of the branches required to be taught in our public schools, while other branches not as necessary have received the attention that ought to

have been applied to this important art, and it is believed the defect may be traced chiefly, if not entirely, to the deficiencies in the qualifications of teachers."

In the Twenty-sixth Annual Report of the Board of Education of this city for the year 1877, I find the following encouraging remarks from the assistant superintendents: "The improvement in penmanship has been very general. In some schools quite remarkable the past year. The new course of instruction introduced some valuable reforms, the benefits of which are quite obvious. * * * In a majority of the schools the regular class copy books exhibit neat work and improvement highly creditable to the pupils and teachers. * * * Specimens by some of the first-grade pupils (in the primaries) surpass in neatness of style those which were formerly exhibited by the advanced classes of the grammar departments. When these very creditable results are attained, teachers are careful to give the requisite instructions to the pupils as how to set and hold the pen, and know how to compel a compliance with these necessary directions. * * * As a whole the judicious course prescribed for penmanship has, to a very great extent, been faithfully and intelligently carried out by both principals and class-teachers."

I hold that the proper instruction of children in writing must be the work of the primary teachers of public schools, seconded by the instructor or local writing-master when I think will find his proper position in this intermediate one between the teachers of public schools and those of Commercial Colleges. The writing-master must be the outgrowth of some continued pressing public demand, since his origin dates from the earliest days of penmanship. And though he has not at any time been with the supposed luxury of the green boy tree, but often with no shading city or testing place for his weary limbs, yet neither heat or cold, sickness or poverty have been able to discourage him in the persistent pursuit of his profession.

Fortunately the Business Colleges give him a solid foundation, and an honorable position to many of the craft. I think the goal work of the craft, that direction if carried out to its proper extent will effect the recognition of the writing-master as a much-needed element in the instruction of the children of the country.

If I mistake not it is one of the purposes of this Convention to bring into more intimate relations teachers of writing and those of business branches, and create a more friendly feeling and a permanent interest in each other. You will pardon me if I refer to a matter omitted some time since in the *Penman's Journal*. I allude to teachers of writing, commercial schools, and by mutual consent from some Commercial College as a meeting for the purpose of making the calling a permanent one and building up a reputation and a business. Taking a certain number of towns, and visiting them at stated intervals, the pupils could grow in penmanship under the supervision of the same teacher. I think a thorough trial of this plan, endorsed by this Convention, would do much towards elevating public sentiment to its approval. I think Business Colleges should encourage it as a means of securing a stronger hold on public favor.

I propose to show that in this reform movement the writing-master has an honor-

able work to perform. If he makes the impression he ought, he will be allowed, if not invited, on his visits to a town to give some hints to classes in the public schools, explaining to the teachers how to organize, how to interest and instruct pupils. In this way public school teachers will become better acquainted with and more interested in their subject. Friendly relations established between them and the itinerant writing-master. The standard of instruction in penmanship in the public schools raised, a larger number prepared for more thorough instruction in special writing classes, and lastly, what most parents can appreciate, a first-rate preparatory drill for entrance into some good Commercial College."

As the matter now stands, it appears to me that primary pupils suffer from the application of too little knowledge on the part of primary teachers and too great a display of it on the part of the writing-master, and a pretty general ignorance on the part of both in regard to the relation of the work of one to that of the other.

I would not encourage any one to believe that to any great extent will special teachers of writing ever be employed in our public schools. Less than a score, I think, would be sufficient to take the place of the United States that do a super-saturation of the public mind, number is decreasing rather than increasing.

To instruct pupils in their first efforts in penmanship must be the work of the primary teachers of our public schools, and here we have the application of too little knowledge of primary instruction in penmanship. It is a common saying that good writing is a gift to the favored few, and unsuitable to the multitude. A feeling, I think, many public school teachers cherish, especially those in the lower grades to cover their own failures in teaching it. Among many reasons for these failures may be named the following: Natural schools give individual instruction, but not the method of class drill. Lack of observation, superintendents and principals of schools make no special requisite necessary in penmanship on the part of teacher or pupil. Teachers are accepted without reference to their knowledge of any of the primary teaching the elements of penmanship, and pupils are given no examination in arithmetic, geography or history, and the time that should be taken for writing often encroached upon to make a better showing in other studies.

Again if the teachers are disposed to do their duty mainly to fully comprehend the subject, they frequently find an excuse in their own inability to write well.

They observe that some can easily become good writers, and to these they perhaps, unconsciously give the time and attention, and herein lies one of the causes of their failure.

Another cause of failure in many cities and schools is the frequently poor supervision held by the frequently poor principal. He has produced permanent and remarkable results, while the same instruction in another school with no such supervision the results, if any, have only been temporary and of no practical value. I believe the sentiment

The venerable Peter Duff, founder of Duff's Men, the Police in Pittsburgh, had at one time a rival in the person of J. K. Chambers, a gentleman known to some of your readers as quite an original character and a man of energy and ability. Chambers, finding that Mr. Wallace's penmanship and reputation was giving Duff's Police some decided advantages over his institution, engaged the services of "Father Spencer," the eloquent clergy to compete successfully with the Duff school.

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one who has made the *usual* best improvement
we will send him, "Williams' and Pack-
ard's Guide" for the *third* best the "Spec-
imen Key." In such instance the books
will have inserted on their fly-leaf, in the
best style of pen art, the name of the win-
ner and the purpose for which it was
awarded; and there also will be a full re-
port of the committee, and the names of the
successful competitors published in the
JOURNAL.

Not only the unprofessional reader
of the JOURNAL profit largely from this
course of instruction, but teachers and pro-
fessors of writing, too, have lately and many
valuable suggestions regarding systems and
method of teaching writing.

Practicing Writing.

The poet has said, with much truth, of
writing—
"No duller thing men hath more scholars and lower
mark."

While it may not seem as desirable that
one writing exercise be taken up, it is very
important that all should be good, legible
writers, which we believe, with rare excep-
tions, much the fact were writing properly
taught in all our public and private
schools. Were the same pains taken on the
part of the teacher to become qualified and
the same pains taken on the part of the
pupil, the results would be such that the
quality of writing would be the average
of the quality of the teacher and the
pupil. No teacher should be permitted to
have charge of writing classes who does not
thoroughly understand the analysis and all
the essential qualities of good writing, and
who cannot himself write well, in the
ordinary hand. Writing should be regarded and
taught as an absolute study, its theory and
principles should be developed by questions
and answers as much as arithmetic, gram-
mar, geography or any other study. The
idea seems generally to prevail that all that
is necessary in teaching writing is to place
before the pupil a copy, and that he should
copy or mechanically spend half an hour
more or less, endeavoring to imitate it,
who is to be the teacher, the following more
than the copy of its practice that the
pupil very properly improves as a reason
for the improvement in his writing, and
never and correct, as best he may, his own
faults, should these, as they are likely to
do, remain undiscovered, he goes on in his
repetition time after time until his school
days end, ashamed of his awkward writing
and wondering all the time why he can
make no greater improvement.

It is only when the teacher is the proper
teacher of writing is this neglected in our
schools that we have so low an average of
excellence as the result? When on the
other hand, were the pupils constantly to
practice under the guidance of a well qual-
ified and vigilant instructor, who would fre-
quently point out to them their faults,
making practical suggestions for their remedy,
this leading to the study as well as
practice of the copy, progress would be rapid
and certain, and bad writers would become
as exceptional as an good writers now.

A Penman's Convention.

It will be seen by a connection in the
other column from Prof. Hiram, that he
explains that the "Penman's Convention"
held in this city last August was captured
and conducted mainly by Business Col-
legians, and that it finally resulted in an as-
sociation, where the penmen constituted only
one-third.

This, to some extent, was the fact and
necessarily so, because a very large majority
of the most experienced members of the
Convention were in some manner identified
with Business Colleges, nor can we see how
it could have been or can be otherwise,
for fully the two-thirds of the penmen,
most competent in their skill and attain-
ments as penmen and teachers, are connected
with these institutions, and since the call
to the Convention included all penmen and
persons engaged as authors or teachers in
any branch of education, such an
association was formed, and perhaps, its
appropriate and legitimate result.

That penmen outside of Business Col-
leges, who attend the Convention should have
been disappointed in the gathering and its

result as a *Penman's* Convention, we are not
in the least surprised, and since that Con-
vention has resulted in a very much needed and
promising association of persons interested in
business education, of which good writing
forms a conspicuous part, we do not see any
good reason why penmen who are more di-
rectly identified with writing as artists and
teachers should not, as Prof. Hiram sug-
gests, come together in a convention of their
own, wherein they may exhibit the best spec-
imens of skill as artists and teachers, extend
their acquaintance, and otherwise advance
all the mutual interests of the profession,
and do so in a more direct and more in-
teresting in the present association, all main-
tained to advantage.

As Mr. Hiram suggests, that twenty or
more real live penmen might make a real bad
convention, we are in favor, and can be
counted as one of the twenty. Whence?
We shall be glad to hear from any and all
who are ready to pledge themselves to take
part in such a convention. It might be held
at some central point, in July, or the latter
part of August next. Can we not have a
regular *Summit* pen *Penman's* Convention?
The question is now open for debate.

"Practice Makes Perfect."

Thus the old saw, Whether this be true or
false depends upon how we define the word
"practice." If it is simply to exercise the
hand at writing, without study or thought
for improvement, it is false as is evinced
by the fact that many persons who write
almost constantly are most unsatisfactory
writers. It is not enough to write many
years and their checks, while it is proverbial
that no chess on the average write worse.

If, on the other hand, "practice" means
a constant effort, by study, of correct forms
of letters and their easy and graceful con-
figuration into writing, until with a de-
termined will, the penman can then it will
be true that practice tends to perfection.

The great difficulty, however, lies in the
fact that much that is called practice by the
pupil and often by the teacher is useless,
indeed, very worse, damaging schooling.
We desire to propose upon the mind of
every pupil and teacher the indispensable
but that any period of time devoted to
scribbling or careless practice sets the
learner backward as much as the same
period of careful practice could advance
him. A writing exercise tends to the great
advancement of him who every stroke of
the pen is thoughtfully and carefully made
for the development of certain forms which
must either be present for imitation in the
form of a copy before the pupil, or a clear
and perfect mental conception of the same.

Business Writing.

We are often asked why pupils who learn
to write in our public schools and colleges
never acquire a business hand, and the fact
that they do not is urged as an argument
against the systems taught or methods of
instruction.

As well might it be asked why the same
schools do not graduate practical mechanics,
lawyers, doctors, ministers, etc., and can
denote that character persons as well.

The fact is, that what is denominated a
"business hand" is formed and acquired as
the habitual result of long and extensive
practice of writing in some business pursuit
and can be acquired in no other way. It is
acquired by practice, and accomplished
that character persons as well. The
practitioner in any other profes-
sion or avocation of life, and can no more
be acquired in school than any other profes-
sion or avocation.

Writing as a Gift.

The ability to execute fine artistic pen-
manship is desired by many persons as a
special gift. This is not to be with-
out foundation in fact except it be that the
faculty for diligent and thoughtful practice
be regarded as a gift, if so, we have no doubt
that the same gift would equally distin-
guish its possessor in almost any other study
or avocation of life.

We venture the assertion that the most
skillful penman who does not know that his
"gift" of good writing was discovered

after an untold amount of the most earnest
study and practice of writing. So far as
our observation goes, such "gifts" are not
passed round gratuitously to any great ex-
tent.

The Dollar Mark.

Much controversy has arisen as to the
origin and meaning of the peculiar mark
used to denote dollars. Some have attrib-
uted it to a corruption of the two letters
U. S., used to represent Federal Currency,
which afterwards, in the hurry of writing,
were dropped, and the mark remained. The
mark is not, however, the mark of the
U. S. and not over it. Some writers say
that it is derived from the contraction of the
Spanish word *pesos*, "dollars," others, from
the Spanish *feitos*, "hand," to distinguish
silver from paper money. By some it is
claimed to have been made in representa-
tion of the pillars that were upon the Span-
ish dollars, which were principally in use
during the early periods of the United
States. The more probable explanation is,
however, that it is a modification of the
figure "8," having reference to eight cents,
as the dollar was formerly called. The
word dollar itself is believed as derived
from the German *thaler*.

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writing the term commenced by Prof. Kelley.
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scribe. We will forward a special copy
of the JOURNAL, free of charge, to any person
who may desire to circulate the same.

Art Culture.

A THROUGH SCHOOL FOR INSTRUCTION
Owing to the transposition of a part of the
following article in the previous number it
is repeated in this issue.

Art culture is the great desideratum in
education for our country to place her on a
higher level in the scale of civilization, by
the development of an aesthetic sense. It
would not be difficult to demonstrate that
in such culture may be found one of the most
valuable aids to the development of the
senses, financially as well as intellectually and
morally. The subject when properly con-
sidered is one which might properly enter
the patriotic enthusiasm of the scholar and
the statesman. Though we have hardly al-
luded to its importance in the space at our com-
mand.

We are happy to perceive that although
the public mind is not sufficiently informed
to warrant our government in taking any
measures for the elevation of the standard
of national life, inasmuch as a government
like ours can never be expected in its legis-
lation and administration to take into con-
sideration the level of the national sentiment.
Through it may be a long time before govern-
ment action could be looked for in this
direction, it is none the less considering the
fact that knowledge on this subject is extending
and that there is an increasing demand for
it in the direction of an increasing yearning
for the "poetic habit" culture is a
many, saving help is to preserve, to improve,
and to produce the beautiful. In re-
sponse to the appeal it is very gratifying to
perceive that efficient and valuable effort
has been made in many cases to extend it.

Among the most encouraging of these we
may mention that of Mr. Barlow, now

NEW YORK, APRIL, 1870.

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Give your name and address, viz.:

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209 Broadway, New York.
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209 Broadway, New York.
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opened at 305 Broadway, whose advertisement will be found in another column. From our long and intimate acquaintance with Mr. Barlow, we know him to be among the most skillful and experienced artists and teachers of our country. Among his numerous patrons and pupils are some of the most wealthy and refined citizens of New York. And we feel assured that the facilities which he now offers to aspirants for genuine art study and culture, are not excelled in the country, while his terms will be very reasonable.

Paragraphs.

BY R. F. KELLEY

Parchment has been used for 2,100 years—Paper since the ninth century.

Quill pens are quite extensively used in England at present, especially in the club rooms.

Edward A. Poe, once, received a prize for a tale written for a Baltimore literary paper, as being "the first of geniuses who had written legibly."

instance on record of a man signing his name and forgetting to write the letter."

The elder Plinelli wrote of penmen, "Never has there been a race of professors in any art, who have excelled in solemnity and pretensions, the practitioner in this simple and mechanical art."

Pliny says that Homer's Iliad was once copied so small that it was included in a nut shell. This manuscript, it is said, was seen by Cicero. And in the reign of Elizabeth was "a rare piece of work brought to pass by Peter Bales, an Englishman," a writing-master and an author. This was no less than the entire Bible, so minutely written as to be easily inclosed in an English walnut. Queen Elizabeth is said to have worn a ring which contained writing by the same master, and, if written ordinary size, would require several broad pages. This could be easily read by the use of a magnifying glass contrived by the writer.

The manuscript of Pope's version of the Iliad and Odyssey are preserved in the British Museum. They are written upon the backs

Our Premium List.

Do not fail to read our list of premiums in the first column of the fourth page—and if you do not want any of those, send for our list of special cash premiums. Every reader of the JOURNAL ought to get up a club to begin with this number or vol. iii. They will thereby be pious and themselves, and do a favor to each subscriber by securing to him the best teacher and advocate of writing in the world.

AMEN'S COMPENDIUM OF PRACTICAL AND ORNAMENTAL PENMANSHIP, BY PROF. D. T. AXEL.—This work is a complete compendium of pen art, containing over twenty entire alphabets of different kinds, numerous designs for engraved resolutions, testimonials, certificates, title-pages, monograms, and a great variety of truly artistic pen-flourished designs of every description. The work is the most elegant and elaborate published on the subject, and should be in the hands of every penman and engrosser, as ideas, designs, styles of borders, lettering, flourishing, &c., may be found therein to suit almost any taste. It

A Penman's Convention.

All penmen agree that great good would result from a coming together of such live members of the profession as would relate their experiences, illustrate their methods of securing results in the execution of plain and ornamental penmanship, in teaching and in making money. It is well known that last summer a large number of penmen were brought together who lost their patience in being compelled to listen to long essays and longer winded discussions by Business College men and authors of books.

No one can say that as a Penman's Convention, the meeting was a success. Yet it was demonstrated that a combined meeting of penmen and Business College men would result as it did in Business College men crowding out penmanship, "gobbling up" the time, and paying penmen the compliment of being allowed to serve as a tail to what they quickly changed from a penmen's convention into a Business College teachers' and penmen's association.

With the experience of last summer, pen-



Letters of Napoleon I. to Josephine from Germany, were so badly written that they were sometimes mistaken for maps of the seat of war.

Flaethedeth said every man who has the use of his eyes, and his right hand, can write what his hand he pleases.

Palmists sit in judgment prepared to use the second time. Formerly parchment, owing to its scarcity, was often used a second and even a third time, and now in schools have been able to decipher the various works in completely effaced.

Manuscripts from the fifth to the twelfth centuries are far superior to those of a later date in point of firmness and legibility, on account of the better quality of ink with which they were written.

Henry Ward Beecher, it is said, once opened what he supposed to be a letter addressed to him; but upon examination found it to contain the old word 'Toon' upon seeing which, he immediately remarked, "I have heard of persons writing letters and forgetting to sign their names, but this is the first

of letters from illustrations contemporaries. Pope taught himself to write by copying printed books, and much of the above mentioned manuscript is in Roman and Italian characters, clearly formed.

On Michaelmas day, 1595, a great writing contest took place between Peter Bales and his antagonist David Johnson—a pen of gold worth twenty pounds, was to be awarded the victor. Five judges were to render a decision. At a statement provoked to failure the prize was awarded according to Bales' account. But Johnson asserted that the person holding the prize in such keeping promises to the weak, was prevailed upon by Bales to loan it to him, that he, sick with might "have a sight of the gold pen to comfort him," and, upon permission being given him, he immediately penned it and afterward sold it at a price far less than its actual value, that, he, instead of his antagonist, must never be again taken from him.

Now is the time to subscribe for the JOURNAL, and get all the lessons in writing

has to be seen to be properly appreciated. The photographing and printing of the numerous pen pictures are a marvel of excellence.—*Academy School Journal*

Writing for the Press

Waste no time on introductions. Don't lightly lay out your subject like a Dutch flower garden, or filling your motives for writing. The keynote should be struck, if possible in the very first sentence. A dull beginning often damps an article; a story one when its artistic and romantic what follows to both editor and reader. Above all, stop when you are done. Don't let the ghost of your thought wander about after the death of the body. Don't waste a moment's time in vindicting your production, against editors or critics; but expand your energies in writing something which shall be its own vindication.

To any person desiring a duplicate of the above cut, with the 5 rolls containing the lettering illustrated, we will send the same by express immediately on receipt of \$5.50.

men who can hope for satisfactory results, at a meeting with College men, are indeed blind. Never was there a more able or skillful number of penmen together than last summer; yet, leaving out an exercise which we were invited to give the last twenty-five minutes of the Convention, there was not during the whole Convention a single letter placed upon the board and analyzed or in any way discussed. There was no illustration, discussion or allusion to anything relating to ornamental penmanship. Only Mr. H. C. Spencer and A. R. Dunton took up the crayon, and they only exhibited a sliding movement upon the board as used in starting pupils. Their subjects related to position, penholding and movement into the same as found in their published systems. Outside of a few essays, which would have filled a letter place in the PENMAN'S ART JOURNAL, the above was all that was presented of special interest to penmen.

We will not admit that last summer's Convention was in any degree a fair sample of what would result from a week or ten days' meeting of thirty or forty live penmen,

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A VISION OF PROGRESS.

BY A. E. LAMOTHE.

What will those years mean when all the nations
Zion land is bled, with jubilation eye and voice,
And each new page of their evolution
And their future course of more repose?

What will earth mean when miracle of science
Make such progress from the future as the true,
And the great in the world, the world to come,
Governs the earth that lies, the wild that flows?

What will the remembrance be in long past ages,
What will the memory of the world mean then,
We need the remembrance of the world's past,
We need the remembrance of the world's past.

Who knows how far the night of man shall wander
In that strange hour, suddenly rendered
And the great in the world, the world to come,
The great in the world, the world to come?

Or is it not a myth, this time of splendor
That the world is fairly dream of golden fields?
I never shall regret my own life's path,
A world of gold to the world's end?

What will the future mean in long past ages,
What will the memory of the world mean then,
We need the remembrance of the world's past,
We need the remembrance of the world's past.

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The Convention

VISION OF THE OFFICERS AND EXECUTIVE COM-
MITTEE, RELATIVE TO THE NEXT BUSINESS
MEETING OF THE PENMAN'S ART JOURNAL.

A meeting of the officers and executive com-
mittee of the Business College Teachers and
Penmen's Association was held at the Union
Hotel, New York, Philadelphia, on August 25th,
for the purpose of devising a plan and pro-
gramme for the next convention. To run
at Cleveland, O., on August 5, 1908.
There were present the President, S. S. Packard,
New York; Secretary, J. L. Soule, Phila-
delphia; Treasurer, C. Chisholm, Brooklyn;
and the Executive Committee, L. J. Spencer,
of Kingston, Pa.; H. H. Pence, Phila-
delphia; and H. C. Spencer of Washington, D. C.,
and a visitor in pursuit of an "item," was
also present. It was decided that the con-
vention should be held to order at 10
o'clock Tuesday, August 5th, and continue
throughout the day and evening, and that
the exercises should alternate between the
discussion of topics and the giving of prac-
tical lessons, as examples of the best modes
of imparting instruction, a liberal share
of which should be devoted to the different
departments of penmanship.

The evening session was to be devoted
primarily to social recreation and the ex-
pression of personal acquaintance among the
members. Invitations are to be sent out
to the following representatives in the various
branches of education, to be considered to
prepare to lead a discussion in their spe-
cialties. Their invitation to these institutions
shall have been received the committee
will again meet and complete the details of
a programme for the convention, which will
be announced in full in the June number of
the JOURNAL.

It will be seen that it is the purpose of
the members of the convention to have
no long essays or addresses, such as con-
sumed a greater share of the time in the
former one, but to devote the time to dis-
cuss practical and useful work leaving the
long winded documents to be published and
read at leisure. If we had entertained a
doubt as to the ground and expediency of
the next convention, such doubt would have
been fully removed by the earnest and prac-
tical action thus taken by its managers.

The following resolutions which explain
themselves were unanimously adopted and
ordered to be published in the JOURNAL.

C. F. CHISHOLM, MODERATOR.

Resolved, That any business college teacher
or penman of the United States and Cana-
da may become a charter member of this
association, by forwarding the fee dues
(\$5.00, for 1907-8) to the Treasurer, C. Chisholm,

born, 40 Court street, Brooklyn, N. Y., on
or before August 1st, 1907.

Resolved, That the editor of the PENMAN'S
ART JOURNAL is hereby requested to insert
in the May number of the JOURNAL the con-
stitution of this association together with
the foregoing resolution and to mail a
marked copy of the same to the address of
every business college teacher and penman
whose address he may have.

Resolved, That the local committee at
Cleveland be requested to provide a room
in which pupils' work and plans of instruc-
tion and material may be exhibited; and
that the members of the convention and the
public be informed each day of the same.

Articles of Association.

Adopted by the Business College Teachers and Pen-
men's Convention at New York, August 5, 1906.

PREAMBLE.

Forasmuch as there are a large number of
business colleges in the United States with
an attendance as great as that of the Normal
schools, and as there seems to be a want of
clarity in the public mind as to the mis-
sion of these colleges and the place they oc-
cupy in the educational field, it is agreed by
the following proprietors, principals and in-
structors in business colleges and authors
and teachers of penmanship, to organize an
association to be known as the

BUSINESS COLLEGE TEACHERS' AND PENMEN'S
ASSOCIATION.

The object of which shall be to promote follo-
wing together in their teaching and inter-
course the employer and employed, thus giv-
ing the employer a personal acquaintance
with those adapted to help him in his work,
and to the employer a personal knowledge
of those likely to need his services, to canvass
and discuss methods of teaching and courses
of study, and generally to promote the cause
and elevate the standard of business educa-
tion.

MEMBERS.

Any one engaged in teaching or qualified
to teach any branch of Business College edu-
cation, may become a member of this associa-
tion, by forwarding the fee dues, which shall
become a member by a vote of three-fourths
of the members present at any regular meet-
ing.

OFFICERS.

The officers of the association shall be a
President, Vice-President, Treasurer, Secre-
tary, and an Executive Committee of three,
to be elected annually and serve until their
successors are duly appointed.

DUTIES OF OFFICERS.

The duties of the President, Vice-President,
Secretary and Treasurer shall be such as are
ordinarily performed by such officers. The
Executive Committee shall have charge of
the business matters of the Association, such
as the auditing of all bills, the revision of
proceedings for publication, the calling of
special meetings, the preparation of a pro-
gramme of exercises for all meetings, and
generally to perform any duty not otherwise
provided for by the articles of association.

MEETINGS.

Meetings shall be held annually, during
the vacation period, at such time and place
as the association shall have designated at
the last preceding annual meeting.

DUES AND EXPENSES.

Each member shall pay annually at the
opening of each annual meeting to the Treas-
urer the sum of five dollars. Failure to pay
at or before the time specified shall have the
force of an accepted resignation.

STORY.

Fifteen members shall constitute a quo-
rum.

ORDER OF BUSINESS, ETC.

In all other matter the association shall be
governed by the rules laid down in "Cush-
ing's Manual."

AMENDMENTS.

Any of these articles may be amended by a
vote of three-fourths of the members present
at any meeting.

OFFICERS FOR THE YEAR ENDING AUGUST 1907.

S. S. Packard of New York, President;
Hon. Ira Mayhew, Detroit, Mich., Vice Presi-
dent; J. E. Soule, Philadelphia, Secretary;
Charles Chisholm, Brooklyn, Treasurer;
L. J. Spencer, Kingston, Pa., H. C. Spencer,
Washington, D. C., and H. H. Pence, Phila-
delphia, Executive Committee.

To Business College Teachers and Penmen.

The Executive Committee of the Business
College Teachers' and Penmen's Association
together with the general officers thereof, held
a meeting on the 25th of April at Phila-
delphia, and decided upon an outline of the
proceedings for the next convention. It
may be proper to say a word concerning
what remains to be done.

Of course a programme, without living
agents to carry out its features is as utterly
worthless for practical purposes as the old
day's method of deciding upon an outline of the
proceedings for the next convention. Our secretary
will immediately mail notices to those who
have been designated to lead in the discussion
at various topics. It is earnestly hoped that
he will not receive our negative response. That
such a result may not be will be necessary,
perhaps, for fear to surface to some extent
personal interests. There is much work to be
done at the next Convention. Topics that in-
terest every Business College teacher, and penman
will be presented, and for the interests of
our cause must be most elaborately dis-
cussed. Debate action will be taken on
very important subjects, and we want our col-
leagues to be present. One of the objects of
the Association designated by our Constitu-
tion is the elevation of the standard of busi-
ness education. What can you do to aid in
this worthy and eminent purpose? Putting
all mentalities to the test, we want to see
that materially promote this end. If you hon-
estly believe you cannot learn anything in the
Convention, and persistently determine that
you will not impart any information you may
possess, you certainly lay yourself open to
the charge of being a shirder and not a help-
er. We must not be too easily pleased. This is
the kind of material we have in our ranks. Our
last Convention demonstrated the fact that all
were eager for information and equally the
fact that too few were eager to impart infor-
mation. There were men there who could
have taught some specialty to every member
of the Association, and they were not asked to
mount and clothed in words the inspiration
within them.

If there be any in our profession who has
lost faith in his business and respect for it,
and therefore has no interest in the Conven-
tion, we beseech him to make his meekest
and most persistent protest. The business
man's work to further and more de-
serving hands, and above all let us leave
croaking to the raven and complaining to
the "Moping Owl" of "yonder ivy-mantled
tower."

To every one of fair perception it is very
evident that the purposes of the Association,
as set forth in its constitution, impose upon
every member no easy or trivial task. They
call for the exercise of the best talent and en-
ergy of every enterprising teacher in our
ranks.

It is believed that the determination of
every true Business College teacher and pen-
man to do his duty, and to be equipped with
every good word and work, and the en-
dorsed by the Constitution so en-
titled attained, and the true mission of Busi-
ness Colleges so clearly defined, that even the
careers on work shall surely him should be
impaired and that he will be able to assert that
they "wear an undeviating glory."

L. L. SCRIMM,

Chair Ex Com

Kingston, Pa., April 25, 1907.

The Cleveland Meeting.

My Dear Anon. The receipt and perusal of
the JOURNAL by its circulation, imposed upon
every member no easy or trivial task. They
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ergy of every enterprising teacher in our
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curers all things desirable for ourselves and
for those for whose benefit we labor.

I am of the number who consider the New
York Convention of August last a success. I
say a very good success—both in the
spirit which prevailed in it and in the work
it accomplished. The movement at first con-
templated only a Penmen's Convention.
While thus restricted in its scope some felt
themselves not in the invitation, who be-
came earnest sympathizers and workers.
The result was so broadened that Business
College Teachers and Penmen could to-
gether stand upon it, and work in
harmony and to mutual advantage. Authors
and teachers, not of one branch merely, but
of all commercial studies, should consider
themselves included under a mother, which
successes last when the proper claims of all
others are fully recognized and respected.

In the Cleveland meeting I trust we shall
find just what we all need. Bookkeeping,
correspondence, business practice, com-
mercial law, penmanship, and any and all other
commercial branches, and nothing but the
best, will receive the earnest attention.
And if it please any one better, I for one
would be quite willing to have penmanship
lead the list. What seems to me essential
is that we should not weaken ourselves by
strengths and absences. In union is
divinity. However strong any one branch
may be, separately it is almost useless.
We must properly associated with other
needed studies, which are all required to
secure the best grand result.

And this association, unlike some which
have preceded it, looks not for the protection
of one another as against others of our class,
submitting to membership *proprietors* and
others, but one and all, including teachers,
editors and authors of commercial
branches, as well as proprietors of institu-
tions, and labors to promote the common
welfare of all alike.

If for the purpose of economizing time it
shall become necessary I see no reason
why our association may not be a com-
mercial law, another may be illustrating sys-
tems of penmanship, and still another some
other branch. But even this I should deprecate
unless upon due consideration it should
seem necessary and best.

The Executive Committee will doubtless
make suitable provision for the Cleveland
meeting. Let us go up to it in charity and
hope, and with an earnest desire to see good
things well done, and we shall doubtless all
return to our duties wiser and better pre-
pared to render efficient service in whatever
department of commercial work we may be
engaged.

IRA MAYHEW.

Detroit, Mich.

Mr. Himm's Plan Considered.

Editor Penman's Art Journal:

Sir:—It is well to consider fully anything
that Mr. Himm may say on any subject, or
at any time, for the fact that he is so
victorious as well as of positive expressions. It
is well also to remember that being human,
Mr. Himm is quite liable as other men to
look at affairs from a single point, and thus
fail to avail himself of all the side-lights
which are available.

It is a mistake, however, in brief, that the
Commercial Teachers' Convention, held in
New York last August, was just what might
have been expected of it, a failure. That the
time was "gold-plated" by Business College
men who "crowded out penmanship," and,
in short, used the Convention as a means of
advertising themselves and their specialties.
This is a bold charge, and would seem to
be from one of our best known and self-respect-
ing "Business College men," is worth consid-
ering. Especially so as until the appearance of this
note to the opinion was prevalent that no
subject was more thoroughly discussed, or
received more respectful attention at the re-
cent meeting. I have a strong opinion that it
was natural that such should be the case,
for Mr. Himm frankly confessed, "never
was there a more able or skillful number of
penmen together than last summer." In fact,
if it is at all true that penmen allowed
themselves to serve as a link to the Con-
vention, it must have been that kind of a
link which puzzled Lord Dunsany so, because it

"wagled" the dog," rather than bring wagged by the dog. Really the Convention was in the hands of penmen, and if it was not made to subserve their interests they have only themselves to blame. It is true that Mr. Hunsman's unqualified exposition upon the blackboard occurred at the close rather than at the beginning or in the middle, but I am sure he can blame no one for following the scriptural rule of reserving "the best of the wine for the last." I do not think that he should have been in a hurry to bring Mr. Hunsman to the blackboard, for I consider him as among the most practical teachers of penmanship to be found among our Business College men.

Yours truly,

N. S. PARKER.

The Writing Class.

BY J. W. FAYSON.

IV.

PAID TO TEACHERS.

Handwriting is the product of art-processes, which require both mental and manual process. It is usually taught in the copy-book. I find a class of pupils to correct imitation only of the written characters. We would aim rather to help the scholar to build up the ideal forms of the letters in his own mind, and then to execute them from his own conception, until mind and hand act together. All the advantages of the copy-book and counter-acted by the written form, which the pupil receives into his mind, will be sure to work out of his fingers in the better execution of the letters. Intelligent effort will rank much higher than mere mechanical practice. The mental process will stamp the penmanship with some individuality and life, and the result will be a far more valuable instrument for the notation of thought.

We consider it no infelicitous criticism of progress, that the last line of the copy-book page is better written than the first. The reverse even may be an index of progress. In writing the first line of the page, the pupil's pen reverses more than thirty times, and the copy, which is in great proximity to his own writing. He plays imitates more, and thinks less about the letters. As the hand moves downward, and the eye has to travel farther to the copy, he may depend more upon a mental picture, or conception of the letters, and make more use of their eye, executing them, and you are making a genuine effort in the line of real progress. In a class of attentive writers, after completing a given page, close their books and write the same copy on slips of paper. The result will hardly equal the copy book work. The supports have been removed, and the effort is consequently less.

There is just sufficient aid in placing an artistic copy at the head of the page. If the model is repeated on every other line, the pupil would gain nothing from the proximity. It is frequently observed by teachers that when the classes in penmanship are doing copies, they are doing copy-book work, and general writing falls far below the class average. This is often directly attributable to a method of instruction, which aims merely at mechanical imitation of an engraved model, and entirely neglects cultivating the pupil's mind to the artistic and intellectual conception of the forms. We would place plain, and accurate models before the pupil, not for him to mechanically imitate, but to give him a good style, and to render his own conception brighter and clearer.

Text-books for class use are needed in this branch of education as in many others. The teacher will have to supplement them with oral instruction, but to oblige the supply the place is far too numerous. The text-book should be the essential accompaniment of the copy-book. Marginal notes, oral copies, or condensed text on covers, will not supply this want. Pupils in our public schools must draw their own supplies from text-books.

THE EDITOR.

The premium list on the thirty short letters has paved the way for the partly-ex-

tinged, or stem letters, which only require broader movement.

Here is a new group of letters, children, for you to learn. If fourteen slides should come into the class, you would soon know

each one of them. Now I wish you to look at these four letters, and study them as you would the new scholars. If a tall boy or girl came into the room, you would naturally

say, "He is tall, isn't he?" "What a big girl that is!" because each one of you is quite small. The letters you have already learned have been short,—all but *r* and only one space tall. How is it with these new ones?" "Oh! they are twice as tall;" "One of them is taller than twice," speaks up a little thinker. "You have found out one point, that these letters are of greater height than the short letters. The short letters have had only short straight lines. How is it with the new group?" "The straight lines are longer." "And thicker, too." "The shading, children, makes them thicker or heavier. Now, on account of the long straight line, like a stem, in each one of these letters, they are called stem letters.

"Let us next find out the names of these new scholars," I mean new letters. The first letter is crossed, and is so nearly like the same italic one, I think you must know it. "It is *l*," exclaims an eye. "The second is *h*," says another. "The third is *t*," says a third. "The fourth is *e*," says a fourth. "The fifth is *g*," says a fifth. "The sixth is *q*," says a sixth. "The seventh is *u*," says a seventh. "The eighth is *v*," says an eighth. "The ninth is *w*," says a ninth. "The tenth is *x*," says a tenth. "The eleventh is *y*," says an eleventh. "The twelfth is *z*," says a twelfth. "The thirteenth is *a*," says a thirteenth. "The fourteenth is *b*," says a fourteenth. "The fifteenth is *c*," says a fifteenth. "The sixteenth is *d*," says a sixteenth. "The seventeenth is *f*," says a seventeenth. "The eighteenth is *i*," says an eighteenth. "The nineteenth is *j*," says a nineteenth. "The twentieth is *k*," says a twentieth. "The twenty-first is *m*," says a twenty-first. "The twenty-second is *n*," says a twenty-second. "The twenty-third is *o*," says a twenty-third. "The twenty-fourth is *p*," says a twenty-fourth. "The twenty-fifth is *s*," says a twenty-fifth. "The twenty-sixth is *l*," says a twenty-sixth. "The twenty-seventh is *h*," says a twenty-seventh. "The twenty-eighth is *t*," says a twenty-eighth. "The twenty-ninth is *e*," says a twenty-ninth. "The thirtieth is *g*," says a thirtieth. "The thirty-first is *q*," says a thirty-first. "The thirty-second is *u*," says a thirty-second. "The thirty-third is *v*," says a thirty-third. "The thirty-fourth is *w*," says a thirty-fourth. "The thirty-fifth is *x*," says a thirty-fifth. "The thirty-sixth is *y*," says a thirty-sixth. "The thirty-seventh is *z*," says a thirty-seventh. "The thirty-eighth is *a*," says a thirty-eighth. "The thirty-ninth is *b*," says a thirty-ninth. "The fortieth is *c*," says a fortieth. "The forty-first is *d*," says a forty-first. "The forty-second is *f*," says a forty-second. "The forty-third is *i*," says a forty-third. "The forty-fourth is *j*," says a forty-fourth. "The forty-fifth is *k*," says a forty-fifth. "The forty-sixth is *m*," says a forty-sixth. "The forty-seventh is *n*," says a forty-seventh. "The forty-eighth is *o*," says a forty-eighth. "The forty-ninth is *p*," says a forty-ninth. "The fiftieth is *s*," says a fiftieth. "The fifty-first is *l*," says a fifty-first. "The fifty-second is *h*," says a fifty-second. "The fifty-third is *t*," says a fifty-third. "The fifty-fourth is *e*," says a fifty-fourth. "The fifty-fifth is *g*," says a fifty-fifth. "The fifty-sixth is *q*," says a fifty-sixth. "The fifty-seventh is *u*," says a fifty-seventh. "The fifty-eighth is *v*," says a fifty-eighth. "The fifty-ninth is *w*," says a fifty-ninth. "The sixtieth is *x*," says a sixtieth. "The sixty-first is *y*," says a sixty-first. "The sixty-second is *z*," says a sixty-second. "The sixty-third is *a*," says a sixty-third. "The sixty-fourth is *b*," says a sixty-fourth. "The sixty-fifth is *c*," says a sixty-fifth. "The sixty-sixth is *d*," says a sixty-sixth. "The sixty-seventh is *f*," says a sixty-seventh. "The sixty-eighth is *i*," says a sixty-eighth. "The sixty-ninth is *j*," says a sixty-ninth. "The seventieth is *k*," says a seventieth. "The seventy-first is *m*," says a seventy-first. "The seventy-second is *n*," says a seventy-second. "The seventy-third is *o*," says a seventy-third. "The seventy-fourth is *p*," says a seventy-fourth. "The seventy-fifth is *s*," says a seventy-fifth. "The seventy-sixth is *l*," says a seventy-sixth. "The seventy-seventh is *h*," says a seventy-seventh. "The seventy-eighth is *t*," says a seventy-eighth. "The seventy-ninth is *e*," says a seventy-ninth. "The eightieth is *g*," says an eightieth. "The eighty-first is *q*," says an eighty-first. "The eighty-second is *u*," says an eighty-second. "The eighty-third is *v*," says an eighty-third. "The eighty-fourth is *w*," says an eighty-fourth. "The eighty-fifth is *x*," says an eighty-fifth. "The eighty-sixth is *y*," says an eighty-sixth. "The eighty-seventh is *z*," says an eighty-seventh. "The eighty-eighth is *a*," says an eighty-eighth. "The eighty-ninth is *b*," says an eighty-ninth. "The ninetieth is *c*," says a ninetieth. "The ninety-first is *d*," says a ninety-first. "The ninety-second is *f*," says a ninety-second. "The ninety-third is *i*," says a ninety-third. "The ninety-fourth is *j*," says a ninety-fourth. "The ninety-fifth is *k*," says a ninety-fifth. "The ninety-sixth is *m*," says a ninety-sixth. "The ninety-seventh is *n*," says a ninety-seventh. "The ninety-eighth is *o*," says a ninety-eighth. "The ninety-ninth is *p*," says a ninety-ninth. "The hundredth is *s*," says a hundredth. "The hundred-first is *l*," says a hundred-first. "The hundred-second is *h*," says a hundred-second. "The hundred-third is *t*," says a hundred-third. "The hundred-fourth is *e*," says a hundred-fourth. "The hundred-fifth is *g*," says a hundred-fifth. "The hundred-sixth is *q*," says a hundred-sixth. "The hundred-seventh is *u*," says a hundred-seventh. "The hundred-eighth is *v*," says a hundred-eighth. "The hundred-ninth is *w*," says a hundred-ninth. "The hundred-tenth is *x*," says a hundred-tenth. "The hundred-eleventh is *y*," says a hundred-eleventh. "The hundred-twelfth is *z*," says a hundred-twelfth. "The hundred-thirteenth is *a*," says a hundred-thirteenth. "The hundred-fourteenth is *b*," says a hundred-fourteenth. "The hundred-fifteenth is *c*," says a hundred-fifteenth. "The hundred-sixteenth is *d*," says a hundred-sixteenth. "The hundred-seventeenth is *f*," says a hundred-seventeenth. "The hundred-eighteenth is *i*," says a hundred-eighteenth. "The hundred-nineteenth is *j*," says a hundred-nineteenth. "The two hundredth is *k*," says a two hundredth. 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"The two hundred-seventeenth is *z*," says a two hundred-seventeenth. "The two hundred-eighteenth is *a*," says a two hundred-eighteenth. "The two hundred-nineteenth is *b*," says a two hundred-nineteenth. "The three hundredth is *c*," says a three hundredth. "The three hundred-first is *d*," says a three hundred-first. "The three hundred-second is *f*," says a three hundred-second. "The three hundred-third is *i*," says a three hundred-third. "The three hundred-fourth is *j*," says a three hundred-fourth. "The three hundred-fifth is *k*," says a three hundred-fifth. "The three hundred-sixth is *m*," says a three hundred-sixth. "The three hundred-seventh is *n*," says a three hundred-seventh. "The three hundred-eighth is *o*," says a three hundred-eighth. "The three hundred-ninth is *p*," says a three hundred-ninth. "The three hundred-tenth is *s*," says a three hundred-tenth. "The three hundred-eleventh is *l*," says a three hundred-eleventh. 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LIBERAL INDUCEMENTS.

We hope to make the Journal an interesting and attractive that no penman or teacher who sees it can without either his subscription or a good word, but we want them to do more even than that, we desire their active co-operation as correspondents and agents, we therefore offer the following:

PREMIUMS.

To every new subscriber, or renewal, without further notice, we will send a copy of the Lord's Prayer, 1924.

To every penman sending their own and another name as subscribers, including \$2, we will mail to each the Journal, one year, sent forward by return of mail to the sender, a copy of either of the following publications, each of which are among the finest specimens of penmanship ever published, viz.:

The Commercial Penman, 1924, 10, in size
The Lord's Prayer, 1924, 10, in size
The Penman's Certificate, 1922, 10, in size
The Family Record, 1922, 10, in size
The Penman's Certificate of Progress, 1922, 10, in size
100 Best Penmanship Examples, 10, in size
100 Best Penmanship Examples, 10, in size
The Penman's Certificate of Progress, 1922, 10, in size

For three names and \$3, we will forward the large Commercial Penman, size 20, in size, 1924, for \$2.

For seven names and \$7 we will forward a copy of Williams & Buckner's dicto, with \$3.00.

For twelve subscribers and \$12 we will send a copy of Ames' Compendium of Ornamental Penmanship, price \$5. The same bound in gilt will send for sixteen subscribers and \$16, price \$7.50.

For twelve names and \$12, we will forward a copy of Williams & Buckner's dicto of Penmanship, price \$5.

All communications designed for THE PENMAN should be addressed to the office of publication, 206 Broadway, New York.

For the first of each month, matter as possible on the first of each month. Matter designed for insertion must be received on or before the twelfth.

Remittances should be by check or money order, payable to order of the Editor.

For further notice, please refer to the list of names at our risk. Address

PENMAN'S ART JOURNAL,

206 Broadway, New York.

Give your name and address very distinctly.

NEW YORK, MAY, 1879.

The Business College Teachers' and Penmen's Convention.

But little more than three months will lapse before the time appointed for the meeting of the next Commercial Teachers' and Penmen's Convention at Cleveland, O. on August 5.

Although the convention of last season was as much and perhaps more of a success than the most sanguine of its prime movers dared to hope for yet there is ample room for improvement in the next, the experience gained and personal acquaintance therein formed will alone serve to greatly enhance the interest in and success of the next convention.

The members of the former one came together principally as strangers, inexperienced in convention with little preparation or any well matured plan of procedure at a point so unimportant as to deter many of our extreme Western and Southern brethren from attending. In the next, will assemble largely acquaintances and friends, at a point central and convenient of access, removed from the influence of the inexperienced and able officers, who will be sure to present a well matured and inviting programme of exercises. We, therefore, can predict nothing but a grand and brilliant success, one that shall impart new dignity and honor to the important annual interest therein represented. It may be urged by some penmen that this will not be essentially a penmen's convention because other commercial branches will be equally and perhaps more numerous represented. We trust that no penman will make so great a mistake as to absent him-

self from the convention upon such grounds. Penmen will predominate and penmanship will be conspicuous upon the programme of the convention. We say penmen will predominate from the fact that a very large majority of the proprietors of Business Colleges are professional penmen, they and other penmen in their employ constitute an overwhelming majority, not only of the convention, but of all the really skillful teachers and proficient penmen in the country, and because most of these are interested in other commercial branches, will be present for their standing and interest in the convention as penmen, hence a convention of commercial teachers must be essentially an assembly of penmen.

We anticipate, as there certainly should be, a large convention. No teacher, author or penman specially interested in any branch of commercial education can afford to be absent. Great good has come out of the association of authors and teachers in other branches of education, and why should there not from this?

No other cause has so much injured Business Colleges in public estimation as their own petty quarrels and mean jealousies which has led many proprietors to always speak contemptuously or disparagingly of their competitors, who, in most instances, were strangers. This is equally true of penmen. There has been wanting that acquaintance, mutual respect, co-operation and sympathy which exist among other teachers and most other professions. These annual gatherings, which they lead only to a more general and extended acquaintance, would be highly advantageous, but when we consider that here Greek meets Greek, not only to measure wares, but to render more their blades and swords are in their use, we can not overestimate the gain to those who shall be present, or exaggerate the loss to those absent.

Autographs.

Autographs are as valuable as the physical sciences or the arts of their authors. Taste and character are about as much indicated by the one as the other. Persons who exercise good taste in dress and other respects will usually write a tasty and legible autograph. On the other hand, bad taste or special eccentricity of character will seldom fail to manifest itself in a person's autograph.

Many persons apply their heroes not only in dress, manners and customs, but even in their autographs. In numerous instances we have been able to recognize and name the master from the pupil's autograph. It often meets with criticism and rebuke which plainly indicate the writer's admiration for that of some celebrated and popular personage. The celebrated signature of John Hancock upon the Declaration of Independence has been an ideal autograph to many an aspiring young writer, who, by constant striving, has to a greater or less degree approximated the grandeur and nobility of the prototype. "Spencer" autograph is often met with while the plain unpretending "A. Lincoln" autograph is often seen. Yet it is apparent that the great mass of autographs are modeled by the taste, habit and peculiar genius or character of their writers and not, therefore, strikingly characteristic—no two in the world alike, or more resembling each other than do the persons and characters of their writers.

Many business men are led to adopt certain marked and eccentric forms for their signatures, suggesting such to look like an autograph, which is often quite to the contrary. Especially is this the fact when they are executed with a slow or drawn movement. Such marked peculiarities are easily imitated by an expert, and thereby become all the more deceptive. The odd characteristics of such signatures are most easily imitated by any expert, while the graceful and masterly of hand signature of John Hancock is well with imitable. Signatures gracefully written with a rapid or hand movement are most difficult of all to counterfeit.

A good hand-writing opens many avenues to success.

Pen Paralysis.

Frequently persons who write rapidly during long periods of time are afflicted with a numbness or paralysis of the fingers that are in contact with the holder, which affection frequently extends to the wrist and arm to such an extent as to utterly incapacitate persons for writing. This paralysis has been attributed to various causes, chief among which has been the supposed electrical effect resulting from the use of a steel pen and steel tipped holder, by some to the exhaustion of the muscles of the fingers and arm.

Our own observation leads us to believe that there are two principal causes. First—The use of a pen-holder which is too small necessitates a tight grip of the fingers upon the holder to keep it in a proper position, thereby subjecting the muscles in contact with the holder, to a severe and constant compression, which prevents a proper circulation of blood, producing first numbness and then paralysis. Second—The overtaxing of the muscles from too long, rapid, and laborious exercise necessary to execute writing rapidly with the finger movement. We have seen persons who use a too large sized pen-holder and writing with the muscular movement being in any way affected with pen paralysis.

Business Writing.

The term "business writing" is often used as if it were something distinct from other writing, which, to a certain extent, is true, certainly, as distinguished from that of the student of a school boy or of that of most persons having a limited practice. The term, however, as applied to "business hand" is a flowing, easy compact style, legible and entirely without any superfluous. If there is one thing more than an other abhorred by business men, it is careless sprawling letters obscured by superfluous lines. The tendency in all business writing is toward the very simplest and most compact possible, using such forms of letters, so far as is practicable, as are made continuously without raising the pen. What is known as business writing results from large and extensive practice, by which the hand has been so exercised and disciplined, that from the mere force of habit, it repeats with almost unerring precision all the forms and details of writing, and it is quite natural that where speed and legibility are of paramount consideration, as they are in business, that all difficult, complex and unnecessary forms should be avoided, and that those selected, from which so often repeated, should take the air of ease, grace and uniformity which characterizes what is known as good business writing.

Writing in Public Schools.

That writing is the most miserably taught of any branch in our public schools, is always conceded without a question. Hence it is with pleasure that we hail any plan that is calculated to improve the method and efficiency of teaching it.

Some months since we published the description of a plan originated and practiced in the public schools of Newark, N. J., which, at that time, appeared to us to be the best we had known. Since then the same plan, with some improvements, has been adopted in the schools of Rochester, N. Y., where it is said to have proved a marvel of success. We certainly advise all superintendents of writing and of city schools to read carefully the abstract, given in another column, from the report of Superintendent of Schools in Rochester, which forth the plan and comment upon its success.

Hospitable Reception.

The officers and executive committee of the Business College Teachers' and Penmen's Association, who met on the 23d ult. in Philadelphia, will remember long, and with pleasure, the more than generous hospitality extended to them by Messrs. J. E. Scott, President of the Boyce and Stratton Business College, and Thomas H. Peire, President of the Union Business College, their courteous generosity did honor even to the City of Brotherly Love.

A New Book of Alphabets.

We now have in the hands of the binder, and which will be in readiness to mail on or after May 1st, a new book of alphabets. It comprises thirty-four full pages, giving fifty complete letters, first in various groups, borders, topographical signs and miscellaneous lettering, also instruction for the use of India ink, transferring, &c. It is specially adapted to the use of penmen, artists, architects, painters, engravers, &c., sent post-paid on receipt of \$1.50. See cut giving specimen letters from portion of the alphabet on page seven. We believe this to be the best and most comprehensive work on lettering ever offered at so low a figure.

Special Attention

is invited to a report of the proceedings of a preliminary meeting of the officers of the Business College Teachers' and Penmen's Convention in another column. It is to be hoped that a large number of the active teachers and authors of practical education will respond favorably to the invitation therein extended to become charter members, and to the invitation which will be given by the secretary to take an active part in the proceedings of the Convention. Every Business College in the United States and Canada should be represented, and every author and teacher of writing should be present in the Convention.

Prosperity of the Journal.

During the month of April we have received the largest number of new subscribers to the Journal of any one month during its existence. This is undoubtedly largely owing to the decision of many to begin their subscription with the very practical course of lessons begun in that number by our associate, Professor Kelley. We are confident that the interest thus manifested will be sustained to the end of the course, and all interested abundantly rewarded by the practical instruction therein given.

"The Album of Pen Art,"

which is a worthy successor to the Penman's Help, published by Will Clark, Toledo, Iowa, comes to us in fine style. The new heading, which is photo-engraved from the drawing by F. W. H. Woodcock, of St. Louis, is very artistic, while the whole paper is filled with interesting and well chosen matter. Its color charges the Joy & SAT, with unfriendliness, in which he is entirely mistaken. We wish the Album, as we certainly did the Help, the most abundant success, and hope it will long be a regular visitor to our sanctum.

Crall's Patent Drawing Verifiers

We invite the attention of our readers to Crall's Patent Drawing Verifiers, advertised in another column, having examined them, we are very highly impressed with their utility and believe we are now interested in teaching or studying drawing, will find one dollar, the price of a set, sent to E. L. Crall, No. 9 Cooper Institute, well invested.

Elegant Penmanship.

During a visit recently to Philadelphia, we had the pleasure of inspecting several specimens of professional pen work executed by Prof. H. W. Flickinger, at Soule's Business College, which for delicacy of finish and real artistic effect are rarely equaled.

Davids' Ink.

The attention of our readers is invited to the advertisement in another column of Thaddeus David's Ink Company, whose ink has a world wide celebrity. Their jet black school ink is the best in use.

Twenty-eight Numbers

of the Journal for \$2. All numbers from and inclusive of the September number, 1878, and the advanced numbers to January, 1880, with the "Lord's Prayer" as a premium, will be sent for \$2.

Art Education.

NO. II.

BY JOSEPH H. BARLOW.

"A thing of beauty is a joy forever."

Nationalities may be considered as vast compositions without souls. Such a body may have brains, but it cannot have a heart. Its life is incapable of the sentiment quoted above, though a poetic truth, is "but a dead letter to such a body." It can only be moved by appeals to its national interest—to subjects that directly influence its acres, its coffers or its institutions. It is a nation like to address it in this light. Our nation is like a young giant, overflowing with misdirected energy. It is expending its Herculean force in the most prodigal manner. It can unwearily tread immense distances, and carry heavy burdens. It is like the brave, but foolish son of Ulysses, in need of a mentor to guide his head and direct his steps. By enslaving of the forces of nature it has nearly emancipated human muscle. Its labor-saving machinery is now mostly directed to increasing the quantity of manufactured products, rather than the improvement of quality.

It does not sufficiently appreciate the fact that the value of its products is lowered by increased quantity and raised by improved quality. And on this point it needs instruction. The quality of it can be improved only by artistic culture. Such skill is the result of artistic culture. As a nation, we produce, handle and export mostly raw products. The value of these raw products is infinitely increased by artistic skill. In the markets of the world raw manufactures cannot compete with those embodying skill and taste.

The cost of transporting a bale of the raw product "cotton" to market is as great as it would be if skilled labor had transformed it into the same weight of the finest muslin or embroidery. But what a difference in the value. We send to foreign markets the products of rude labor, and exchange them for those embodying skill and taste. How for these embodying skill and taste. How greatly would it contribute to our material greatness if it contributed to our material greatness if this condition of things could be changed. Taking the article cotton alone, how vastly would it increase our national wealth if all that could be exported be transformed into the finest tissues and fabrics for the employment of skilled labor in its manufacture. Some figures, which, it is said, never be, might be given to demonstrate this. Suppose, for instance, we cite the example of France. By the employment of educated skill and taste her manufactured products, have long maintained a world-wide celebrity.

Answers to Practical Questions of Last Month.

BY PROF. J. T. KNABER.

- 1 Writing is simply the art of forming letters and words with a pen or pencil, while penmanship includes everything necessary to execute all kinds of pen work, lettering, figures, designing, engraving, etc.
- 2 The muscular movement is the most powerful movement in writing.
- 3 Culpable indifference, laziness and downright carelessness, in nineteen out of twenty cases, prevent writing a good hand.
- 4 Legibility of writing may be spoiled by making the letters too small.
- 5 The most important things which should be thoroughly learned before the pupil can hope to attain any great degree of excellence, are position, manner of holding the pen and movement.
- 6 In writing, the head of the body should be as near the paper, the center of gravity.
- 7 The foot should be firmly on the floor, that a sure and solid basis may be established.
- 8 To trace over a correct copy is more important for a beginner than to *pattern* from a correct copy.

9. Prof. E. C. Folsom, of the Albany Business College, first introduced chirography into his classes in penmanship. Chirography is a system of tracing by means of the metronome, an instrument with a pendulum set in motion by clock work, to measure time. (See Spencerian Key, page 141.)

10. By want of finish, one letter is often mistaken for another.

11. The dress of any letter will be spoiled by zigzag slopes, or by not having it enter point in its angle to the line of writing.

12. Small letters should receive much more attention than capitals, because they are used more. They should always be carefully and smoothly formed.

13. The slant of 30° is called the connective slant, because most of the downward strokes in the small letters are connected by it.

14. Turns are connecting links between the principles.

15. Practice in penmanship gives facility and accuracy to execute letters readily and easily.

16. Writing should not be taught merely for the purpose of copying, but for the embodiment of our thoughts.

17. The different classes of letters are distinguished from each other by the kind of curves which compose them.

18. Good shading may be secured in the capital end by turning the hand well over to the left and bringing both points of the pen squarely to the paper, with the slope of the stem oval.

19. The small letters comprise the principal body of all writing.

20. The small *e* is used more than any other letter in the alphabet.

21. The letter *i* is used more than any other of the capitals.

in point of fact they are not so instructed, and it has already become a question as to who is responsible for the failure.

Here we find one of the four fundamental branches of our school system, so taught and practiced that the acquirement of a good business handwriting at school is scarcely considered as within the range of possibility.

Teachers freely admit their inability to instruct in writing successfully, however proficient they may be in other studies, while commissioners, superintendents, and parents have long ceased to regard as unusual the acknowledged fact that penmanship is a shamefully neglected branch.

If we are able to discover some of the causes tending to produce this, we may possibly suggest methods of practice which if carried out might in a measure correct it.

In the first place, then, experience has proved to me beyond a doubt, that any scholar, willing to practice, and possessing sufficient capacity to learn the other branches, can certainly be taught to write a plain, uniform and reasonably rapid style of penmanship.

The ability to combine with the essentials of the traditional elements of graceful form and artistic finish may not be so clearly within the reach of all, but as these are primarily of less importance, this feature of improvement may be safely left to become the natural outgrowth of future practice, especially when based upon a correct knowledge

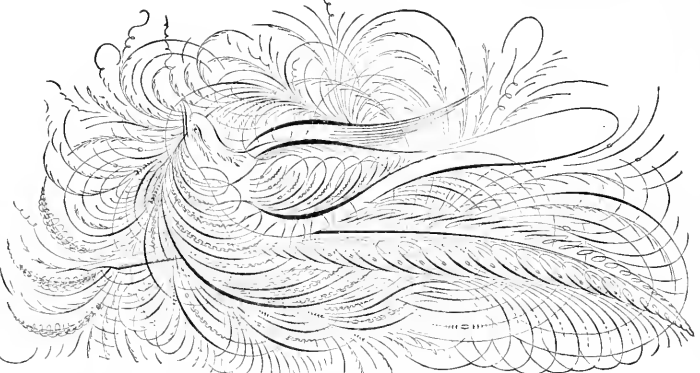
of the truth of this, it cannot be reasonably expected that scholars who have never been taught to pay the slightest attention to it could succeed; and yet we find that by actual test not more than five per cent of the scholars in public schools do hold the hand and pen in correct form, or in a position which might render it possible even for them to acquire the movements or command of hand necessary for good writing.

Having the position right to begin with, a correct foundation for successful practice is secured, and by the use of exercises properly arranged and graduated, it is by no means difficult to develop and firmly establish the free natural movements, and through this drill and discipline to obtain an almost perfect control of the muscles of the hand and arm in writing.

With this movement as a basis for practice, the rest comes naturally enough, for if we have command of *hand* there can be no real difficulty in forming the letters.

The recognized success with which Business Colleges have taught penmanship is due directly to the fact that they have always followed this method of tuition.

The managers of these institutions have quite generally been fine penmen, and having learned by experience the value of position and movement, they have invariably made it a condition and insisted upon it in practice; for by adopting this method they were not



The above cut represents a page of flourishing in the "Williams & Packard's Guide"—the original was flourished by John D. Williams.

22. Writing is a science, because it admits of a system of analysis almost as complete as arithmetic, geometry or algebra.

23. Writing is akin to music, because it is, like music, a subtle science as well as an exquisite art.

24. People who write poorly themselves are most apt to find fault with poor writing. When they write, their work is often so carelessly executed as to puzzle an expert to decipher its meaning, and when they receive a poorly written document themselves they grumble.

25. Every teacher of this important branch should desire to see the cause of penmanship pronounced—to stand by it every time—and if he is willing to do his part, he will help to dispel the prejudices which yet prevail too much against it, and hasten the time when a true knowledge of penmanship will be recognized by all classes as a necessary part of every person's education.

Penmanship in the Public Schools.

BY CHARLES B. WELLS.

The subject of penmanship in the public schools is a question to be regarded I think, in a light which recognizes writing as an important and useful fact, rather than as an artistic accomplishment.

Writing is essentially good if it is done legibly, uniformly and rapidly, and you can question that scholars have the right to expect that in the public schools they should be enabled to become thus qualified at least? But

of the foundation principles. I conclude, therefore, that it is not the fault of scholars that they do not learn.

Named in the order of their importance as well as natural sequence, instruction in penmanship may be classified under four headings: Position, Movement, Formation, Arrangement, and any method of tuition which fails to recognize this order in practice, will not, according to my experience, result satisfactorily either to teacher or scholar.

The rapid easy and graceful movements of the pen, so indispensable to good writing, depend almost entirely upon the position of the hand and arm; in fact the manner of holding and conducting the pen is of such importance that it is the first and most important to acquire. A good style of penmanship without special attention to these points are practically a waste of time and material, as it is an effort to attempt to teach the application of a theory not yet acquired, the results in practice must be mainly of an unsatisfactory character.

It is a fact I believe, that every penman or teacher of penmanship who has become really proficient in this art, has held the hand and pen in substantially the *same position*, and so far as my personal observation goes, an acquaintance with nearly all the leading penmen of this country for a period of over twenty years has not in a single instance proved it.

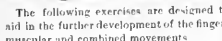
It may appear therefore, that with the use of a correct position of the hand—has been deemed an essential condition of success, and, admit-

only able to obtain much better results, the actual time and labor required in teaching being greatly diminished, but in addition it was found that pupils who were properly instructed in this far, rarely failed to become proficient.

There are no valid objections, no special difficulties to overcome, which should prevent a successful application of this highly approved method of hand training and movement drill in any school where writing is taught, while it is clearly evident that a system of teaching, which wherever applied has been uniformly successful, could not well fail to accomplish a change for the better, and although the period of instruction necessary in schools where only a fraction of the time is given to writing would be longer, still, as the principle of tuition is correct, the same conditions, in practice, would ultimately produce the same results.

It cannot be expected, I presume, that every teacher will, or should be required to, write a perfectly correct hand, however advantageous that might prove; but the teacher can be little pains to that if those having charge of schools or departments where writing is taught did fully understand the nature and value of the standard position, did have a practical knowledge of the various movements required, and in addition the disposition to insist upon it that a very writing scholar should be thoroughly trained in the essential elements for successful practice, the results would not only be far more satisfactory, but, what is still better, a very large percentage of the scholars so instructed would ultimately become proficient penmen. —School Bulletin.

RY R F. KILLET



Handwritten practice lines for the letter 'm'. The first row shows three 'm's on a single line. The second row shows three 'm's on a line, with a third 'm' starting on the line below.

go on go on

Having thoroughly practiced all the exercises of the previous lesson, together with those given above, until a fair degree of accuracy and uniformity with freedom of movement have been secured, we are prepared to examine, more critically, the form we are expected to imitate. These, at first, are all to be made and imitated.

5 2 3 4 5 6 7

The last four are formed by combination of the first three, as are all conceivable forms of penmanship or any department.


As every circle regardless of size is supposed to be divided into 360°, a quarter circle will represent 90°. Start each circle from the horizontal on line 10.

In France the main slant of writing is established at 53° 7' 49" from the horizontal this slant being the hypotenuse of the triangle used to grade a long line in the

altitude h . In our own country the standard writing, as represented by the various published systems, ranges from 45° to 60° matters little, within these limits, what slant may be but when once determined upon, should be rigidly adhered to, as a

with a right curve, touching the head line one half space to the right of the second straight line at which point a slight dot is made from which a horizontal right curve is extended one half space as a connective line. Height, one space. Width, one and one half spaces.

A recent number of the *American Trade Review* contains a highly complimentary notice of S. G. Grier & Son's Business College and Writing Academy, St. Louis, Mo. S. G. Grier, the senior principal, has had extensive experience as a bank teller, accountant and author, and undoubtedly merits all that is said of him by the *Review*.



Personals.

R N A Wilder is teaching classes at Atlanta, Ga

B. M. Worthington is conducting a writing academy in Chicago. He ranks high among the skillful writers of the country.

C. W. Robinson is superintendent of penmanship in the public schools of Lafayette, Ind. He is a good writer and reads the *Dot & Dash*.

C. L. Ricketts is teaching writing in the Normal School at the Ohio University, Athens O. Prof R. is a good writer and popular teacher.

Prof. I. French, has just closed a large class in writing at Arpos, Ind., where, judging from the large club of subscribers sent, he has awakened quite an interest in writing.

C. H. Purce, principal of the Normal Penmanship Institute, Keokuk, Iowa, has recently issued a new copy-book for use in the earlier grades, one which has a treatment of

4. W. Mitchel, Valparaiso, Ind., is one of the most successful teachers of the west, as is

vinced by the large number of his graduates now occupying conspicuous positions as teachers and gentlemen throughout the country.

A recent issue of the *Wheeling (W. Va.)*

Notes Letter contains a highly complimentary notice of Prof. J. S. Haines, who is conducting classes in that place and vicinity, judging from his specimens and other reports we think the notice well deserved.

H. F. E. Sawyer of Ottawa, Ont., has suspended the publication of the *Peerman's Library and Art Journal*, which he started some months since. He promises to become a contributor to the *Journal*.

During the past month our sanctuary has been honored with visits from more than the usual number of distinguished knights of the

Prof. J. T. Knauss, principal of the Easton (Pennsylvania) Business College, is conducting, in an interesting and spicy manner an educational column in the *Easton Weekly Argus*. In the issue of April 18th he has an article on teaching in public schools, which we commend to the attention of all public school officers.

Mr. J. T. Granger, who was the official stenographer of the Penman's Convention held in this city in August last, and whose report was in part published in this paper, has accepted a situation as short-hand writer in the office of the General Superintendent of the Union Pacific Railroad, at Omaha, Neb. Mr. Granger is a skillful reporter and a thorough gentleman, and will undoubtedly win, as he deserves, the esteem of his employers.

Prof. J. M. Mehan, who has taught penmanship in the public schools of Creston, Iowa, receives a warm commendation from the *Creston Gazette*. It recommends the continuance of his service, and says that there has been marked progress in this department during the past year. We will add that a large collection of specimens of writing, which we have examined by the pupils of Prof. Mehan in the public schools fully sustain the good opinion of the *Gazette* respecting his successful work, and in advising the school board to retain his services.

[illegible]

Answers to



No communication unaccompanied with the full name and address of the writer will be noticed, or answered in this or any other column of the JOURNAL.

Neither will questions, the answers of which are not of general interest to the readers be answered, or criticisms upon writing be given to any but able writers or natives of the JOURNAL.

Specimens upon which criticism is invited should be written on a note or letter sheet (in the writer's best and most careful style, none other, and certainly no postal card), will receive attention.

M. E. B., Akron, O., You write a very good and tolerably correct hand—your loops are a little too long, the lower turns in your m's and n's are too round and open.

H. E. C., St John, N B. All back numbers of the JOURNAL can be furnished since August 1877, twenty numbers in all, those with the remaining eight numbers of vol. II.

T. B. B., Merriton, Ont. You lack ease of movement, your loops are crossed too high, causing them to look diminutive: the

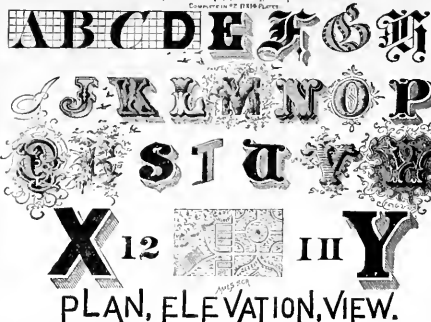
J. C. P., Union, Miss. We can supply

you with portable black boards or compact flexible slotted cloth, mounted on rollers which can be rolled up like a map. For sizes, price, &c., see our supply list on the 8th page.

to draw an outline with a pencil, of any design to be executed with a pen? This will depend upon the kind and extent of the design to be executed. Simple designs for lettering and drawing should be executed

C. A. P. Lowdon, Iowa—Should left-handed pupils be required to write with their

SPECIMEN LETTERS FROM AMES' ALPHABETS,
REDUCED IN SIZE FROM ORIGINAL SIZE.



PLAN, ELEVATION, VIEW.

The above cut represents specimen letters from several pages of Ames' New Book of Alphabets," just completed, and now in the hands of the binder. It will be ready to mail on or after May 5. Sent post paid on receipt of \$1.50.

At all events, such letters are useful in setting young men and women to thinking for themselves, and the more a "business course" is carried by the thoughts and suggestions of such men as Prof. Willis the better. — *Y. Y. School Journal.*

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right hand? This would depend largely upon the extent to which one was inclined to use the left, and ignore the use of the right hand. Except there was a positive inability to use the right hand, we should advise its use. Few things can be more awkward than writing with the left hand, the slope and construction of writing being specially designed and adapted to being executed with the right hand, its execution is particularly difficult for the left hand.

C. E. C. Vandell, Mich.—When and why were the principles in the Spencerian writing changed from right to left? The Spencerian dropped was 6, used to be 6, C. M. X. former standard styles, for which have been substituted C, H, M, X. more simple forms and requiring the old X style principle in their formation. The old principal forms of caps are now reckoned among the variety caps, but were gradually brought to the front as standards until the two classes were finally made to exchange places, in the interest of both simplicity and utility in handwriting.

DEAN LOWME, M. T.,
March 10th, 1879

Editor Penman's Art Journal:

DEAR SIR: Through the kindness of J. R. Holcomb & Co. of Ohio, I received a copy of your *Ames' Alphabet*, and after a busy examination being convinced of its merits, I have the County Teachers' Institute, which happened to be in session at the time, with what result the enclosed list of thirteen subscribers, with a money order for \$15, will show.

I also enclose a list of teachers not present, and if you think advisable, would be pleased to have a copy sent each of them a "sample copy."

Yours truly,

H. S. RABE.

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It is a notable feature of Packard's College that whatever is considered of importance in the way of business training is supplied, if not by the regular faculty, then by such specialists as may be best command. The lectures, which from time to time are given by such specialists, are not only of great value in education. Among the numerous of such lecturers standing out conspicuously are those of Edwin Barrett, Dr. Williams, Peter Cooper, Judge Davis, Judge Lawrence, Hon. George Oakes, and others.

Recently Prof. A. E. Willis, of Chicago, gave two very interesting discourses on physiognomy and its connection with character, the point of which was to instruct students in the art of reading character from the features and their expression. Whatever may be the facts as to the science of physiognomy and physiognomy, nothing is more than that they are intelligent person judges more or less in character reading. Every student in the college of reading character from the features and their expression. Whatever may be the facts as to the science of physiognomy and physiognomy, nothing is more than that they are intelligent person judges more or less in character reading.

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should place it in the hands of their children. It contains the principles of penmanship, and the user is enabled to execute them with the greatest ease and rapidity. The letters are formed complete, and the user is enabled to execute them with the greatest ease and rapidity. The letters are formed complete, and the user is enabled to execute them with the greatest ease and rapidity.

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This Method

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How to Succeed in Business.

A LECTURE.

Delivered by Prof. THOS. FORTER, to the Students
of the First Year (1878) Commercial College,
Friday, Jan. 31, 1879.

What will my hearers give to know how
to succeed in business, or to become wealthy
and respected? Now I will not say that the
following rules will enable every person who
may hear them, to acquire wealth, but this I
will say, that if ever a man does grow rich
by honest means, and retains his wealth for
any length of time, he must follow and
practice the principles laid down in the fol-
lowing rules, and I strongly commend
them to the attention of every young man,
as attaining the true secret of success in at-
taining wealth and honor. Although wealth
often appears the result of mere accident, or
a fortunate occurrence of favorable circum-
stances, without any exertion of skill or fore-
sight, yet every man of sound health and un-
impaired mind may become wealthy, if he
takes the proper steps. Foremost in this list

of requisites are honesty and strict integrity
in every transaction of life. Let a man have
the reputation of being fair and upright in
his dealings, and he will possess the confi-
dence of all who know him. Without these
qualities, every other merit will prove un-
availing. Why then is honesty the best pol-
icy? Because without it, I venture to say,
that you will get a bad name, and everybody
will shun you in business affairs, or dealings
of any kind, and a character for knavery and
deceit, will prove an insurmountable obstacle
to success in almost every undertaking.
Neely men are apt to deviate from the path
of honesty and integrity, under the plea that
necessity knows no law. This course is
suicidal by destroying all confidence, and
ever keeps them in poverty, although they
may possess every other quality necessary to
success. Punctuality, which is said to be the
soul of business is another important element
in money getting. The man known to be
very exact in the fulfillment of his engage-
ments gains the confidence of all. There-
fore he prompt in all your promises and en-
gagements and you will be trusted without
doubt. Order and system in the management
of business make it easy to do, and place a
place for everything, and everything in its
place: a time for everything, and everything
in its time. Do first what presses, or is
needed most, and having determined what is
to be done, and how to do it, lose no time
in doing it. Without this method all will
be hurry and confusion, and nothing ac-
complished with dispatch. Next, a polit-
affable deportment is recommended. Agree-
able manners contribute greatly to a man's
success. Be gentlemanly, kind, obliging and
conciliating in manner; these in a great
measure are the great secret in the success of
business, or why some are successful and
others unfortunate in business. A man with
a pleasant disposition finds friends every-
where, and makes friends where persons of
a contrary nature make and find enemies.
Good nature is one of the sweetest gifts of
Providence, and should be carefully culti-
vated. We are now to consider of money-
getting, indispensable in the business of man-
y getting, indispensable attention to business.
Persevering diligence is the philosopher's
stone, which turns everything into gold.

Constant, regular, habitual and systematic
application to business, most, in time, if
properly directed, produce the desired results.
I need not say this, as sure as illness. If
inattention to business, idleness and gam-
bling, lead to poverty and wretchedness. It
has been truly said, that he who follows
these instead of his business, will soon have
no business to follow. Next, the art of
money saving is an important part of money-
getting. Without economy and frugality, no
one can become rich. With a penny, no
one would be poor. Those who consume as fast
as they produce, are on the road to ruin.

As most of the poverty we see, grows out
of idleness and extravagance, so most large
fortunes have been acquired by industry and
frugality. The practice of economy is neces-
sary in the expenditure of time as of money.
They say that if we take care of the pennies,
the dollars will take care of themselves. So
if we take care of the minutes and hours, the
days and months will take care of themselves.
The acquisition of wealth demands as much
self-denial and as many sacrifices of present
pleasures as the practice of virtue itself.

Men fail of fortune often because they are
unwilling to deny themselves momentary en-
joyments for the sake of permanent happiness
in the future. Lastly, stick to the business in
which you are regularly employed. Let
speculators make their thousands in a day or
a year, you should be engaged only in your
own regular trade or business. Never turn
to the right hand or the left. Your own
business you probably understand as well as
other men, other people's business you prob-
ably do not understand. Therefore it is better
to have nothing to do with it. Let your busi-
ness be some one which is useful to the com-
munity. All such occupations possess the el-
ement of profit in themselves. Let it be deeply
impressed on your mind, how perilous is false-
hood; when once concealment or deceit has
been practiced in matters where all should
be fair and open as the day; confidence can
never be restored any more than you can re-
store life in the dead. How true is this, and
what a sadly neglected truth? Falsehood is
not only one of the most humiliating vices,
but sooner or later, it is certain to lead to
serious crimes. With partners in trade, with
partners in life, with friends, employers, and
with all by whom we are confided in how
essential that truth and honesty be guard-
ed against. How many young men's hopes
have been crushed by one false step,
which having been taken can never be re-
traced—*Fort Wayne Gazette.*

"Barring All Transcendentalism" and "Long-Winded Documents."

Editor Pennman's Art Journal:

In the May issue of your valuable paper,
my attention has been called to the recent
action of the officers and executive com-
mittee, with reference to the ensuing Con-
vention, to be held at Cleveland on the 5th of
August. It is highly gratifying, no doubt, to
all lovers of practical education, to learn that
the interest in the new department of educa-
tion is becoming so general, and that so early
a movement is being made to secure a large
attendance.

In looking over the report of "ye editor
in pursuit of an item," and of the letter of
the Chairman of the Executive Committee, I
observe a few points which are deserving of
notice. One very prominent point made
was the gratifying fact that our next Con-
vention is not to be infected with "long-winded
documents," poems, and the like—gratifying,
I say, to all members, unless possibly those
who, at some little expenditure of time and
effort, prepared these essays. It is not im-
probable that after repeated urging to prepare
these papers, which ever they are faithfully done,
they may regard this want of preparation as
rather poor requital of honest efforts, sopho-
more though they may have been. It is still
fresh in the memory of many how near these
"long-winded documents," so-called, came
near being disappointed without judge or jury.
It is noticeable, however, that the member
who moved, and the member who seconded,
to slaughter these innocents, were not among
those who were to contribute to the sacrifice.
Now, "ye editor" will not, of course, take
office at "ye report," because I believe
that it breathes the real spirit of the meeting
recently held at Philadelphia.

But there is, I notice, a still more remark-
able feature in connection with that meeting,
as set forth by the encyclical from the Chair-
man of the Executive Committee. In the

main, it is a good document, (I will not call
it "long-winded," and fall of life and worthy
intent. Retaining vividly in mind an incident
in the last Convention, our worthy Chairman
could not forego the opportunity to make a
sportive fling at your correspondent. This I
do not lay to heart, observe, but I could
hardly believe that a Committee, representing
a Business College Teachers' and Pennmen's
Convention, was really attempting to strike
down "free speech!" Our worthy Chairman
says: "Barring all transcendentalism, what
substantial facts can you present to the next
Convention?" Now, this word of reproach,
among small philosophers, was incidentally
introduced by your correspondent in his
"long-winded document," and he has not for-
gotten the attack made upon him, simply
because of its use. I doubt if our Chairman
of the Executive Committee is quite pre-
pared to take the logical sequence of his
position. Perhaps, with his conception of
the word, he should be excused in his attempt
at "barring transcendentalism." Transcen-
dentalism, in his notion it is not unlike that of
the gentleman who, while journeying on the deck
of a Mississippi steamer, defined it to his
fellow passengers thus: "See the holes made
in the bank yonder by the swallows. Take
away the bank and leave the apertures, and
this is transcendentalism." Now, your cor-
respondent, "ye editor," protests at any
sand-bank-swallow-hole theory of transcen-
dentalism. To me it is the science of self-
evident, axiomatic, necessary truths, which is
backed by the most robust philosophers of
the world, among whom are Coleridge, Words-
worth, Macaulay, Sir William Hamilton, Leib-
nitz, Kant and Lotze—men who have never
been heard to "sing the wooden songs of
materialism." Why, the grandest pillar in
the temple of Christianity to day is a true
transcendental philosophy. Most theologians,
too, of to-day—and our worthy Chairman I
understand is one—are basing their theology
on these very axiomatic truths which transcen-
dentalism teaches. Willingly do they go
back to Aristotle, Hegel and Kant, in defence
of truths that transcend experience, for that
is all that is meant by this philosophy. Why,
all of our necessary, self-evident, axiomatic
truths have a transcendental origin. All such
truths are true because true. That every
effect has a cause, and that, things equal to
the same thing are equal to each other, are truths
that transcend experience, simply because
they are universal, and are just as true in
Orion as upon this earth.

But our worthy Chairman of the Executive
Committee informs us that, at our Cleveland
Convention we are to have none of this
transcendentalism, none of this necessary,
self-evident, axiomatic truths. Perhaps they
will not be needed; possibly, however, it may
be found that even book-keeping science
lights its torch also at the burning monument
of transcendentalism. How about the axiom
that every debt is due to a creditor? Is there
any transcendentalism in that? It is equally
would be just as true in commercial relations
at the North Star, as in the business affairs
of this earth. That, then, we affirm, is
beyond experience, and, therefore, is a trans-
cendental truth. All this is true, also, of the
axioms: If to equal be equal, then, if added,
sums will be equal; and if from equals be
equal be taken, the remainders will be equal
both of which are applicable to double-entry
journals, ledgers and trial-balances.

THE QUILL.

BY PAUL PARTON.

Over earth's wild waste a bird of wonder flew,
 All cold and snow age not the winter blue!
 Could such a vision, fair, and sweet and grand,
 Thus unremembered e'er the waiting land?

Should plover, awaiting sunlight on the lee,
 First out of vision, and forgotten be?
 Nay, not for this the breeze lent forth—
 A golden feather cultured to the earth!

Then dumber world's awake to new delight;
 While shining meteors sprang from tablet white.

Far over the sea the glorious winter spread—
 Far as you leisurely hitches that birds winged tread!
 And as the sunbeams flash from hill to hill,
 So spread the story of the golden quill!

Till all the world was lit with joyous light,
 And dawning with true's wings pale white!

The Convention.

The following topics have been adopted by the executive committee for discussion at the Business College Teachers' and Penmen's Convention to be held at Cleveland, Ohio, August 6:

1. The minimum amount of education necessary to make one eligible for admission into a business college as a student.
2. The minimum of qualification which will permit a pupil to graduate from a business college.
3. The relation of business colleges to their graduates.
4. The place of business colleges in the educational system.
5. The relation of business colleges to the business community.
6. The relation of business college graduates to the business community.
7. The capabilities of a business college.

10. Flourishing.
11. Rendering.
12. Short courses in book-keeping and arithmetic.
13. Business arithmetic.
14. Partner's settlements.
15. Short methods in calculation.
16. Business correspondence.
17. Business etiquette.

The following persons at this date have signified their intention to be present and take part in the proceedings, viz.: S. S. Packard, New York; Hon. Ira Mayhew, Detroit, Mich.; J. C. Bryant, Buffalo, N. Y.; H. C. Spencer, Washington, D. C.; E. G. Folsom, Albany, N. Y.; G. W. Elliott, Chicago, Ill.; C. Clagham, Brooklyn, N. Y.; H. C. Wright, Brooklyn, N. Y.; G. R. Rath-bun, Omaha, Neb.; J. W. Van Sickle, Springfield, O.; J. H. Palmer, Yonkers, N. Y.; A. J. Taylor, Rochester, N. Y.; W. H. Sprague, Newark, O.; D. R. Lillibridge, Davenport, Iowa; C. E. Cady, New York; D. T. Ames, New York; W. A. Miller, New York; J. E. Soule, Philadelphia, Pa.; T. M. Peirce, Philadelphia, Pa.; F. W. Weisbach, St. Louis, Mo.; W. H. Duff, Pittsburgh, Pa.; S. R. Webster, Rock Creek, O.; A. P. Root, Cleveland, O.; H. W. Shayler, Portland, Me.; A. H. Binman, Boston, Mass.; L. P. Spencer, Cleveland, O.; L. L. Sprague, Kingston, Pa.; J. H. Lunney, Elizabeth, N. J. Many other responses to the circular of invitation are expected by the committee from those who will desire to take an active part in the proceedings.

There can now be no doubt that there will be a large and enthusiastic convention.

WHOLE ARM CAPITALS.



Egyptian Writing.

HOW THE EGYPTIANS PERPETUATED THEIR THOUGHTS.

Writing was as old in Egypt as architecture and sculpture. The papyrus reed furnished the most ancient material for paper in the days of the oldest monuments. The dry climate has preserved a great number of ancient rolls, of which most are religious, and of these again the greater part copies of one book, the "Ritual," which French scholars call the "Book of the Dead." It is a work evidently compiled from time to time, divided into sections, originally separate books, and chapters, each chapter being usually illustrated by a representation of its chief subject above the text. Part of this book has been found of the date of the eleventh dynasty (B. C. 2000), and, according to its own statement, which derives collateral support from a more general assertion of Manetho, one chapter was discovered in the time of the great pyramid building kings of the fourth dynasty. There can be no doubt that the greater part is of extreme antiquity.

Two great difficulties assail us in the endeavor even to construe this book. It was held to be specially advantageous to the mummified Egyptian that a copy should be deposited in his tomb. Consequently it became the custom to write these copies in great numbers and, as they were not intended to be read, the scribes were careless in their copying. Hence arise a multitude of errors which at every step embarrass the student. The

other difficulty is due to the causes which render the Egyptian historical writings more hard to interpret than the historical. Yet, thanks to M. De Rouge's patience and skill, the general purport of the work is now understood. It is, throughout, text and commentary, and the text usually simpler than the commentary, which, by its allegorizing method, renders the obscurity of the subject greater. The theme of the ritual is the story of the man's fate in the other world, and the text consists of a series of prayers to be said in each of the several zones through which the soul was to pass on its way to judgment, and the confession of innocence that was to insure its acquittal. It might be supposed that so great a matter would have been treated in the loftiest style of which the language was capable, with the simplicity of the Egyptian memoir, the pathos of the dirge, and occasional grandeur of the historical writings and the religious hymns. But it is far otherwise. Nowhere is the lower element of Egyptian religion so evident as in the ritual. It is obscure and mysterious without elevation or dignity. The student seeks in vain for a single passage worthy of the ideas conveyed through the eye by the pyramids and the tombs of the kings. He wanders through a labyrinth of prophecies, the forms of the lowest superstition, and the idea forces itself upon him that the negro element of the Egyptian mind is here dominant, not always in the thoughts, but always in their expression. Nothing more forcibly shows the strength of this element, not even animal worship. Side by side with the ritual we find another work relating to the underworld, the "Book

"Book," continued the agent, delighted at the style in which he was crowding the Professor, "I doubt not but that certain energetic polarizations of the molecules in the mineral deposits have an attraction for the electrically charged clouds."

At these points the Professor, who had been knocked around the ring and crowded to the ropes, so to speak, became fairly roused to his position, and slogged for the other's nose at once.

"Ah, exactly my friend; in the ledge are vast deposits of minerals. Found in volcanic matrices and disintegrated by the upheaval of volcanic rock, and emitting a mass of silicious alumina, mingled with homogeneous debris of porphyry, the molecules of kaolined feldites, with a slight potash base, the composition of the feldspar is most affected along the line of the horizontal cleavage, and necessarily the liberated oxide of manganese combining with the percolation of the silica which permeate the entire mass, causes a pronounced state of polarization, which cannot fail to account for the peculiar attraction in the vicinity. I might further explain the intricate chemical properties of the belt by illustrating the—"

"By the time, however, the book agent, who during the round had been greatly puffed in the jaw, smashed in the nose, and biffed in the eye, rose from his seat, paid full price for his half-eaten meal, and shot out of the place. Andy said he examined the Professor, found his pulse regular, no signs of perspiration, and his mind intact.

We have found no boy's composition of late which seems to put the Father of His Country on a stronger moral basis than this one. It serves the still further purpose of showing that where there is real, irrepressible genius, great ideas somewhat precede mere knack of spelling—

George Washington was a little boy that once lived in Virginia what had a name given him by his old man. When George he got the name he cutted a tree what had cherries upon it and ate the cherries he and a nobby boy. When George's old man found out what George in the nobby boy done, he called George too old to be his son, George Washington who cutted the bark off the cherry tree! George said I did! The old man said you did! George said I did and I cannot tell a lie. Why cut you tell a lie! I said the old man. Coz said George if I tell a lie this here fellow blow me on an then ill be smacked twice. That's rite said the old man whenever yer get in trouble the easiest way out is the best.

The late George Bidder, the London engineer, once known as "the wonderful calculating boy," at the age of eight, could answer almost instantly how many pence there are in \$308,424,121. Zerah Colburn was another "lightning calculator" of the same generation. Once he was asked to name the square of 999,999, which he stated to be 999,998,000,001. He multiplied this by 49, and the product by the same number, and the total result he then multiplied by 25. He raised the figures to the sixteenth power with ease. He named the squares of 244,999,765 and 1,224,998,775. He instantly named the factors, 941 and 263, which would produce 247,483. He could discover prime numbers almost as soon as names. In five seconds he calculated the cube root of 415,733,348,677.

A remarkable convert in the Rhode Island State Prison is David Peters, a colored man who in 1869 received a fifteen years' sentence for assault. He was ignorant, but when allowed the use of the prison library he soon became an accomplished scholar. He mastered arithmetic, and, in the prison, read, took a course in logic and rhetoric, and then turned his attention to languages. He acquired a fair knowledge of French, German, Latin and Greek, and then took up jurisprudence. He is now reading law, and for a change studies Hebrew. He delivered at a Thanksgiving celebration in the prison a year or two ago an oration which was pronounced a remarkable production.

One of the finest puns was made by Erskine. Seeing an old tea chest, he wrote on it the Latin inscription, "Tu doces." This bit of classic lore, when properly translated, means "Thou teachest."

8. The public need of a business college, and the spirit and manner in which the public announcements and advertisements of these institutions shall set forth their claims for patronage and support.
9. Civil government as a study to be pursued by a business college student.
10. The extent of arithmetic embraced in a business college course.
11. The minimum amount of commercial law belonging to a business college course, and how shall it be taught.
12. Political economy in the business college.
13. Penmanship, a business college study.
14. The importance of penmanship in a business college.
15. The relation of ornamental penmanship to business writing.
16. The discipline of business colleges.
17. Business honor and morals.
18. Int communication by students of different colleges.

EXERCISES TO BE TAUGHT.

1. Initiatory methods.
2. Jotting.
3. Business practice.
4. Banking.
5. Penmanship the members of the association sitting as a class of beginners.
6. Penmanship—the members of the association sitting as an advanced class in a public school.
7. The essential points of business penmanship.
8. Penmanship—class drill in movements and exercises.
9. Blackboard exercises in penmanship.

Vanquishing a Book Agent.

Yesterday evening, says the Virginia (Vex.) Chronicle, Professor Stewart went into the Delmonico restaurant and asked Andy, the irrepressible head steward, to bring him some stuffed mutton and parsnips. No sooner had the Professor fairly seated himself at one of the small tables than a book agent came in and took the other side of the board. The two men were strangers, but, as a matter of course, this book pedler couldn't keep still and presently made some conversational advance to Stewart.

"Are not these meteorological disturbances somewhat peculiar for these latitudes?" The Professor passed a moment, as he was mashing a potato, and replied—"Guess it's about the same thing every year." "In seasons of atmospheric depression alternating with unexpected boreal excitements and rapid changes resultant on sudden accumulations of moisture, such dispositions of the storm belt are not, in my opinion, entirely unexplained for." "Exactly," remarked the Professor, lifting a fly out of his coffee.

D. T. AMES, EDITOR AND PROPRIETOR,
205 Broadway, New York.
Single copies of JOURNAL sent on receipt of ten
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1 Column.....	\$16 00	\$35 00	\$65 00	\$120 00
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Advertisements for one and three months, payable in advance; for six months and one year, payable quarterly in advance. No deviation from the above rates. Reading matter, 20 cents per line.

We hope to make the JOURNAL so interesting and attractive that no penman or teacher who sees it can withhold either his subscription or a good word; but we want them to do more even than that, we desire their active co-operation as correspondents and agents, we therefore offer the following

To every new subscriber, or renewal, until further notice, we will send a copy of the Lord's Prayer, 10x24.

To any person sending their own and another's names as subscribers, enclosing \$2 we will mail to each the JOURNAL ONE year, and forward by return of mail to the sender, a copy of either of the following publications, each of which are among the finest specimens of penmanship ever published, viz.:

The Centennial Picture of Progress.	20x28	In. in size
The Lord's Prayer	19x24	" "
The Marriage Certificate	19x22	" "
The Family Record	19x22	" "
3 American Shreds of Engraving	19x22	" "
150 Beautiful Merrill Cards	18 different designs.	" "

London's Normal System of Lettering,
Or, " " " Flourishing.

For three names and \$3 we will forward the large Centennial Picture, size 28x40 inches, retails for \$2.
For seven names and \$7 we will forward a copy of Williams & Packard's Guide, retails for \$3.00.
For twelve subscribers and \$12, we will send a copy of Ames' Compendium of Ornamental Penmanship, price \$5. The same bound in gilt will be sent for eighteen subscribers and \$18, price \$7.50.
For twelve names and \$12, we will forward a copy of Williams & Packard's Gems of Penmanship, retails for \$5.

All communications designed for THE PENMAN'S ART JOURNAL should be addressed to the office of publication, 205 Broadway, New York.

The JOURNAL will be issued as nearly as possible on the first of each month. Matter designed for insertion must be received on or before the twentieth. Remittances should be by post-office order or by registered letter. Money inclosed in letter is not sent at our risk. Address

205 Broadway, New York.
Give your name and address very distinctly.

NEW YORK, JUNE, 1879.

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A LIBERAL OFFER

To each of our regular subscribers we this month mail an extra copy of the JOURNAL, which they are requested to reach to some friend most likely to become interested in it, and subscribe for it. Although our subscription list is large and increasing, it is yet far short of what it should be, there are many thousands of teachers and pupils of writing throughout the country who should and would readily subscribe were the matter properly presented to them; will not our friends, who receive an extra copy each do us the favor to use it with their best efforts to induce additional subscribers?

We also mail several thousand copies of the present number assignments to teachers and others most likely to be interested in it. In speciality, whose earnest attention is invited to the claims of the JOURNAL, for their patronage as an advocate and guide to the successful teaching and practice of writing.

Those who have not yet received their copies will mail the seven remaining numbers of Vol. III, with the splendid premium of the Lord's Prayer, 1924, for fifty cents. The premium alone is worth twice the money. The seven numbers will contain all information relating to the second Pennmen's Convention to be held in August, and a full report of its proceedings. Each number will also contain one or more illustrations with gems of

Luck is a good thing, but one can always afford to wait for it. Pluck is better thing, because it is always ready to begin.

Few articles have appeared in the columns of the JOURNAL which have elicited so many and earnest commendations, as the communication, with editorial comments thereon, in the last issue, under the heading of "Dead Beats." It touched many who

had been made tender by numbers of similar frauds, and the Journal has been enriched from a personal experience of many years, as a conductor of a business college, that proprietors of these institutions, who are themselves, or who employ persons of repute, are literally bored out of all patience by applications for their "best plain and ornamental penmanship," right from the pen. Since we began the publication of the JOURNAL, dead-heads and frauds have been our greatest plague, no one, not having had access to a specimen, would venture to send more than a few of the genus dead-head and dead heads. It is actually sufficient, were all applicants favored to the full extent of their requests, to consume our entire time and resources. Some apply almost daily by post-card for a specimen secure by fraud, specimens of penmanship from other and superior writers, which they send to the JOURNAL to be noticed as their own. Among the specimens thus sent by one person, no less than 83 different penmen have been named, and in our scrap book of specimens, have recognized their own hand-work. Requests for criticisms of writing upon postal cards, and answers to one-sided questions, in the columns of the JOURNAL, by persons who apply by post-card for the specimens, have been a great annoyance. It has been ascertained that the specimens returned has been applied for; multitudinous

We do not, however, infer that all these are essentially dishonest or mean, but many are thoughtless young persons, who have never employed their time in any occupation or pursuit, and who, therefore, are ignorant of the fact, do not realize that time can be of more account to others than it is to themselves. They imagine that the specimen or favor which they ask will require but a few moments or a trifle of money, which, they imagine, would be given as freely as they ask it from others, but they forget that the same reason that leads them to ask a specimen from a penman whose rare skill has rendered him famous, leads hundreds and perhaps thousands of others to solicit the same from him, and that the penman is weary and impoverished when he is at tempt a response. We are sufficiently charitable to believe that by far the larger number belong to this class, but our margin of charity is not sufficiently ample to take all within it, and we are therefore constrained to demand, in some instances, far-reaching evidence of moral ability not to be gained, overlooked or forgiven, short of seeing works meet for repentance. The latter class we do not regard as sufficiently promising until they have shown that they are able to do good in their own behalf, but we trust that the former class will be sufficiently wise to take these gentle hints, and "come right over."

It is safe to say that no other one accomplishment will so greatly and readily aid a body or a gentleman seeking employment as good hand-writing. It is an accomplished fact that always appears in the list of professions and vocations in many ways for a beginning student, and when supported by other valuable attainments, united with industry and integrity, carries its possessor forward and upward to the highest places of profit and distinction. The following are some of the positions for which good penmanship is indispensable. These positions are indicated for their first position as an early success to a good hand-writing, and how many applicants for places as clerks owe their rejection to an awkward hand-writing. The positions are made by mail, those written in good hand alone receive consideration. Good or bad hand turns the scale, and opens the way to success to the one, and secures the same to the other. It is the only way to the importance of writing a good hand, and the ease with which it may be acquired by the proper study and practice, it is indicated

surprising to witness how few really good writers there are, and how indifferent are most teachers and school officers respecting the proper instruction in writing. We think, however, that the signs of the times are improving in this respect.

It is to the normal schools of the land that we look for models of successful instruction in our public as well as private schools, yet so far as teaching writing is concerned, if we are to judge from the results obtained by normal and pupils in most of our normal and public schools, the success is rare, it is not remarkable; indeed, so far as we know, very few of our normal schools are employing really representative teachers of writing, or attaching anything like due importance to this item, and the few who do attach it so important but badly neglected department of education. It is with pleasure, therefore, that we note exceptions to this rule. For several years past the State Normal School of New Jersey has employed a most efficient and skillful teacher of writing in the person of Miss Mary E. Hays. She has recently examined specimens of writing by one hundred different pupils in this school, which are indeed remarkable; their aggregate degree of excellence was the highest we have ever seen for so large a number of pupils. The results we should look for a new crop of teachers who would not disgrace the school room with their own awkward writing and utter unfitness for teaching it.

For the benefit of the many who are endeavoring to improve their writing through the aid of the lessons now being given in the columns of the JOURNAL, we venture to offer the following suggestions:

Many pupils fail to become good writers from want of sufficient patience to study and practice upon one thing until it is thoroughly mastered, before taking up something new; the real secret of success, in all things, is absolute thoroughness.

If each reader, who seeks to profit by these lessons, will bear this in mind, and, by study and practice, will be able to write legibly and easily, he will, at the end of the course, have a thorough knowledge of writing and the ability to write at least a good legible hand, and if he really has a genius in that direction he may become an accomplished writer, to master the lesson of each month. And bear in mind that we have on file specimens from about one thousand readers, and the one who presents the best specimen of improvement at the close of the lessons will get a handsome premium, and remember, that the one who has the best of the writing has the advantage, of being the best one in a thousand, and how his name will shine in the columns of the JOURNAL. Remember, this is the price of excellence.

We are receipt of a large number of communications soliciting instruction in writing by mail, which we have neither the time nor inclination to give, certainly not the formation, nor to the extent to be called in instruction, but as we have no objection to the fact, we will sometimes come from persons who are already well advanced, being really good writers, yet having a few faults, of which they are either unconscious, or did not know just how to remedy, we are led to believe that we can do such persons considerable service. We will, therefore, accept of such communications, and will endeavor to point out faults, and offering advice for their correction by mail, and especially to those who are seeking to practice form, and improve by the course of lessons now being given through the columns of the JOURNAL. As such desire to try the experiment, and will be glad to receive criticism, we will be willing to do the best of our ability.

Write the specimen for correction upon letter sheet in your best and most perfect manner, writing not over three-fourths down the sheet, leaving at least one inch upon each margin, to give room to note corrections.

tions and suggestions, then inclose \$1.00. We are confident that many of our aspiring young writers would find this a very profitable investment.

Anecdotes of dead penmanship are again in order. The first Napoleon had some mastery over his pen that his letters from Germany to his wife, Josephine, and his son, the young Napoleon, might be said to be masterpieces of the seal of war. John W. Brooks, the railroad manager, wrote to a man living on the Michigan Central route, threatening to prosecute him forthwith, unless he removed a barn he had run upon the company's property. Brooks' handwriting was so good, that, reading it was impossible, but he made out the signature, and arrived at the conclusion that the manager had favored him with a free pass along the line. As such he used it for a couple of years, until he discovered the signature. He was quite his own master in the use of the document. H. W. Beecher can hardly be considered a model scribe, seeing that one of his daughters owned that her three guiding rules in copying his manuscript were that if a letter was dotted it was not to be written, that if it was not dotted and if it word began with a capital it did not begin a sentence. Horace Greeley's discharge of a compositor by note, we all remember was used as a recommendation of character, while the better known note of the same man, recommending a compositor about the worst writer hereabouts within the last thirty years, took the premium when at school for the best penmanship.

The attention of our readers is invited to Mr. Barlow's advertisement in another column, of his remarkable centennial picture—a copy of which we have received. It is unquestionably the most elaborate and comprehensive pictorial presentation of American progress ever executed; to attempt to describe it would require columns of space in the JOURNAL, which cannot well be spared at this time. To it was awarded a diploma and medal at the Centennial Exhibition of 1876, the highest premium awarded to penmanship in the art department at that exposition.

We are indebted to Mr. Kibbe for one of these ingenious and practical devices for aiding in the construction of the standard Roman alphabet, to which purpose it appears to be well adapted. We judge it to be of service, principally to the learner or inexperienced letter writer rather than to the adept. We have, however, been too pressed with other duties to give it a sufficient study and trial to judge fully of its capabilities or real value, but, to say the least, we are favorably impressed with it. For more full information see advertisement in another column.

We are deeply pained to announce the death of Mrs S. S. Packard, which occurred on the 24th instant. Mrs Packard was extensively and favorably known among those who have been identified with the Bryant and Stratton chain of colleges, by whom she was highly esteemed as a lady of rare merit, and to whom news of her death will cause unfeigned sadness. She was a woman of large heart and generous impulses; an earnest and charitable friend, a devoted wife and mother.

As an inducement to teachers, pupils and others interested in good writing to try the JOURNAL, we will mail the remaining seven numbers of Vol. III with the Lord's Prayer premium, 19x24, for fifty cents. The premium is an elegant and valuable picture and has actually been sold by agents at one dollar per copy.

to the columns of the JOURNAL, regarding an
department of teaching or practicing writing
or upon any branch of practical education
are respectfully solicited.

The letter *c* begins at base line with right curve extending to head line on connective slant, it is there united by short turn to left curve, which, continuing downward on regular slant, crosses the first curve.

one-third space from base line, to which it extends, and is there united to a right curve ending at head line. Height, one space; width of loop, one-fourth space.

The letter *c* begins with a right curve extending upward nine-tenths of a space, uniting angularly with short straight line merging into left curve, and ending one-third space from head line, with right curve proceeding to head line, where, turning short it joins left curve and continues to base line, and is there joined to right curve on connective shaft, terminating at head line. Height, one space; width, one-half space.

The letter *r* commences at base line with right curve, which continues on connective shaft one and one-fourth spaces, at which point a slight dot is made and compound curve continued nearly vertical to the head line, where it is joined to a straight line on main shaft proceeding to lower turn, which unites it to right curve extending to head line on connective shaft. Height, one and one-fourth spaces; width at half the height, one-half space.

The letter *t* begins with a curve precisely like *r*, uniting angularly at top with compound curve similar to capital curve, which divides from the first line until within one-third space from base line, where, by a broad turn it touches the ruled line and continues upward, uniting by a light dot with first curve, from which the letter is retraced to the line and terminated with right curve continuing to head line. Height, one and one-fourth spaces; width, one-half space.

The pupil that shall never be satisfied until excellence has been attained, will practice, persistently and untriflingly, all exercises, letters or combinations tending to that result, and will not leave one for another simply for the sake of variety, nor because some letter may be executed more easily than others, but will persevere in all, neither in the hope of receiving a higher mark from the teacher.

In the preceding lessons, the exercises have been too numerous for immediate and satisfactory accomplishment, and are not given with any expectation that the average pupil will master them in the time of an ordinary lesson, the object of this course being that each lesson shall be followed by practice for one month. Doubtless there are those among the number of our pupils who will not be content to confine themselves so long to practice of so apparently limited scope; but such pupils are not of those who arrive at excellence, neither is the benefit of this method limited to any first thought appear. Permit me to give a case illustrative of this point. While in Buffalo, in 1869, the writer of this gave lessons in penmanship to a gentleman over forty years of age, who occupied a responsible public position in that city, and whose great aim will be hereafter mentioned. After exercises for free movement and forms for imitation were given him, and, among the latter, the capital stem, He seemed impressed with the importance of this particular form, and although many other copies were afterwards given, he clung tenaciously to this, and made more than a month's practice of nothing else. At the end of this time he had acquired great freedom of movement and certainty of producing uniformly excellent capital stems, and not only this, but he, and the teacher as well, were gratified and surprised to find that in this practice he had unconsciously gained the benefit of this method, and correctly produced other and dissimilar forms, and "he awoke one morning to find himself" not "famous," but a superior penman.

It is related of Porpori, a once famous Italian teacher of vocal music, that he once said of the first great group of pupils that if he felt the results of the following year he would suggest, he would eventually become a perfect singer. The student signified his assent. "Porpori turned on a sheet of paper the diatonic and chromatic scales, explained the intervals, sustaining tones, shakes, trills, and every feature of the vocalization." This was repeated the following year, and a third. The fourth year the student began

to murmur. Porpori reminded him of his promise. The fifth year came—the same sheet of exercises. At the sixth they had not left it, but some hints on articulation, pronunciation and declamation were added. At the close of the sixth year the student supposed he had not vanquished the elements of the art, and was astonished when Porpori said, "Go, my son, I can teach thee no more. Thou art now the greatest singer of Italy and the world." The student was Cuffredini, once thought by many to have been all claimed for him by his instructor. The moral of this is, that even genius must be pushed with earnest effort to arrive at excellence.

More About Dead Peats.

Editor of the Penman's Art Journal:

The prominent Colleges throughout the country have, no doubt, been written to in the same manner, by the several parties referred to in Mr. Cady's communication, as contained in your last issue of the JOURNAL. This single instance goes to show how Commercial College men are hounded into sending specimens of penmanship to individuals with fraudulent intentions, to prove that their penmanship is not unprofitable, and specimens to a postal card applicant, and the result is that every boy in that vicinity will write for the same. It is a mistake idea that the specimen will pass from hand to hand, and thus advertise the College sending them. On the contrary, the receiver of the specimen, having but a little taste or appreciation of the art, will take a casual glance at that which has cost time and effort to produce, and then cast it aside like a common household.

A penman should put a value upon his skill, and instead of wasting it upon "thank you" jobs, should devote any spare time to perfecting his penmanship, and, in preparing something for the JOURNAL, in which case he will not be casting pearls before swine, but let his light shine forth for the benefit of the writing fraternity.

Institutions that make a practice of sending out specimens, not only fail in inducing to practice, but encourage the postal card writers to make a demand upon others who will not honor them, and thus saddle a useless correspondence on them, which otherwise would not exist were it discontinued by all. Our rule, in which worried for specimens of writing to send a printed notice, stating the object of the notice, and enclosing upon the receipt of twenty-five cents. This furnishes a test upon the sincerity of the person making the request, though it is at the same time a tax upon ourselves, as that sum will not compensate us for the time and trouble taken in the production of a small sample.

The columns of the JOURNAL furnishes a place to let him in upon impositions of this kind, and it is to be hoped that others will imitate the good example of Mr. Cady and give the Commercial College community the benefit of any knowledge they may have of "Dead-baiting" as Mr. Cady styles it.

Wm. H. Derr.

St. Louis, Mo., May 6, 1879.

Editor of the Penman's Art Journal:

My article headed "Dead-baiting," is timely and to the point, although a few "pushing touches" would have made it still more valuable to honest penmen. To my sorrow, I have to report that Mr. Jones and myself have both been "hoaxed" with the identical request, and, on double oaths, that the city have been "about with" us like madmen. I could not pay any attention to such "stuff," and let it gently enter into the waste basket, and this bar-farce "non exposure" check was too much for me, and I emptied an entire "battery" on the writer—soon then I have written you.

What I desire to say is, that such a move should be fully exposed, giving their history, pedigree and all, to serve as a lesson for others who may resort to such underhand ways of trying to achieve their object.

I am daily bothered with requests for specimens, under all sorts of pretexts, and generally give them the benefit of the waste

basket; but there may be an innocent and honest-meaning person, coming along, who may share the same fate of the guilty one, and here is where the "rab" comes in—How are we to guard against such mistakes?

I should like very much to have you write up this matter fully in your paper, thereby rendering great good to a "plague-stricken fraternity." I am, as ever, yours sincerely, Wm. H. Derr.

Numerous responses similar to the above have been received, the writers all having had the identical cards. We have seriously contemplated doing just what Prof. W. suggests, viz.: give the full names, address, pedigree and history of some of the well-known frauds in the profession. We know of several who richly deserve it, and it is proper that they should be known, that those liable to become their victims may be upon their guard. We have ourselves within a short time past, been most nearly victimized by some who have managed to win an enviable reputation as authors and teachers, and as long as such knaves remain unexposed others are equally liable to be victimized. We are collecting some facts which will be peculiarly interesting to some of those fellows when we begin. We are nearly "ready for the charge."

F. P. PREUIT, Kaufman, TEXAS, sends several elegant specimens of copy writing.

Mr. GRAY, the forger, receives ten years for proficiency in penmanship.

A. J. WILSON, Waco, TEXAS, encloses an attractive and well-executed specimen of flourishing.

B. RUSK, Gillespie, Wm., sends some rare and valuable specimens of flourished capitals and card writing.

A. N. PALMER, New Hampton, N. H., sends a package of well-written copy slips, also gives a specimen of card writing.

J. M. WILLY, teacher of penmanship at Cobb's Business College, Falmesville, O., writes an elegant letter.

J. W. WILSON, Mecca, O., sends several slips of copy writing, which for ease of movement, grace and accuracy of form are rarely excelled.

Wm. KELLER, Jr., Ashland, Pa., sends a photograph of resolutions engrossed for the 7th Reg. N. G. of Pa., which is a very creditable piece of work.

H. C. KENDALL, principal of Normal Writing Institute, writes a very easy and graceful letter, in which he encloses an elegant specimen of plain writing.

P. HAMMILL, Cincinnati, Ohio, sends specimens of business writing, which are models for ease and excellence; also, a very graceful specimen of flourishing.

S. T. MALONE, Boothville, W. Va., sends a very attractive specimen of flourishing and drawing; also numerous specimens of copy writing, which are very creditable.

F. J. TOLLAND, who is enjoying marked success teaching classes at Mapooketa, Iowa, sends a superior collection of specimens of copy writing, and a specimen of penmanship, written with the left hand.

T. C. TEMPLE, a graduate of D. L. Musselwhite's business college, is now teaching school in the middle of Illinois. He is a fine writer, and encloses a skillfully executed specimen of flourishing.

C. L. RICKETTS, who is teaching writing at Athens (O.) Normal School, writes a very attractive letter, in which he encloses several beautiful specimens of plain writing and writing cards.

C. E. Cady of Cady & Walworth's, New York, sends a package of specimens of writing by each of the students in that institution, which indicates more than the average degree of excellence in copy writing.

D. H. FARLEY, teacher of writing in the State Normal and Model School, Trenton, N. J., sends specimens written by one hundred different pupils in that school, which evidence a remarkable degree of uniform excellence; indeed we have never examined so packed a number of specimens of writing by each of the students in that institution, which indicates more than the average degree of excellence. We have long regarded Prof. Farley as one of our very best writers and teachers. These specimens, as the result of his instruction, serve only to confirm our high opinion of the pupils in all respects, and show that under the tuition of equally skillful and successful teachers, we should hope to see writing of a quality and excellence that would be a respectable degree of excellence. Freely Prof. Farley is the right man in the right place.

G. M. SLASSER is teaching writing at the Valley Normal Institute, Bridgewater, Va.

F. O. YOUNG the famous left hand writer, is in Camden, Me. He writes an elegant hand.

W. H. KILLO formerly of Platteville, Wis., has gone to Sonoma, Cal., where he is to act as telegraph operator and ticket agent.

C. F. H. TIERCE of Reokuk, is a deacon of one of the churches of all the penmen of the country. He has received thirty eight during the past year.

C. L. MARTIN, teacher of penmanship and photography at Chadlock College, Quincy, Ill., also Secretary and Treasurer of the college, is an accomplished writer. His average speed of long hand is thirty words per minute, has written forty eight words legibly, per minute, for eight minutes on a trial of speed—how can he do better.

We recently had the pleasure of a visit from J. W. SWANK, who is the corresponding clerk of the U. S. Treasury Department, Washington, D. C. He enjoys the reputation of being the best writer in the employ of the Government. Also a visit from M. V. CLAY who is employed in the same department.

F. J. TOLLAND who is teaching large writing classes at Mapooketa, Iowa, is highly compensated by the press of that city, as well as by his country. He is a pupil of one of the public schools command and invite him to give a second course of instruction in plain writing. He writes with his left hand, and is a very skillful penman.

Prof. E. C. ALLEN, who formerly conducted the commercial department in the Brooklyn Polytechnic Institute, has been, for a term of years, the American Seminary, America, N. Y. Prof. Allen is a graduate of Madison University, is a thorough scholar, experienced teacher, and a reliable gentleman. We cordially wish him success in this new field of labor, commensurate with his large personal worth.

The Quincy (Ill.) Daily Whig of May 14th, says: "At the commencement exercises of LaGrange college, which were held a few days since, a department of Business College of Arts was conferred on Prof. D. L. Musselwhite, of the Gen. City Business college, and a department of Business College of Arts was conferred on Prof. D. L. Musselwhite, and the college will have no cause to regret its action. He has devoted many years to the education of young men, and his record him could not have been conferred upon a more deserving person." From what we have of Prof. Musselwhite we can most fully endorse the good opinion of the Whig.

Mr. C. Claghorn, proprietor of the Bryant & Stratton Business College, Boston, has requested of the House of Representatives, the largest blank book manufacturers in the country, established and assumed charge for the use of a department of Business College supplies and school blanks. Although his College is in Brooklyn, its proximity to the location of the State Capitol, which is located in the lower part of New York City, makes it easy to manage both enterprises. His first request of Prof. Musselwhite we can most fully endorse the good opinion of the Bryant & Stratton book-keeping, and he has produced the most beautiful set of book-keeping blanks we have ever seen. Mr. Claghorn has had great experience in teaching, and in the management of Business College, and is well qualified to give instruction in every way with regard to the use of blanks, but upon any subject connected with business education.

Answers to

Q. No communication accompanied with the full name and address of the writer will be answered in this column. Neither will questions, the answers of which are not of general interest, or which require criticism upon writing be given, or any but answers to questions which are invited should be given. Questions of a personal nature, and not in careful style, none other, and certainly no postal card, will receive attention.

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P. F. KELLEY, Associate Editor.

NEW YORK, JULY 1879.

VOL. III. NO. 7.

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The Writing Class.

BY J. W. PATYSON.

VI.

TALK TO TEACHERS ON ANALYSIS.

What is the use of Analysis?

The use of Analysis in penmanship is for classification, method, criticism.

Classification, in penmanship, consists in gathering the letters of the alphabet into groups of similar character. The main part of every letter is a group in the framework, principle, or law of construction of that particular group. For instance, the Capital Stem forms the main framework of a large class of letters; on this one principle are built up the individual characteristics of each particular letter of the group. Thus classification groups the fifty-two seemingly diverse forms of the alphabet under a few well-defined principles.

Method, in penmanship, is a logical, systematic, and progressive presentation of the art of writing; such that the first efforts of

the pupil are made simple and easy, and that each step is a preparation for the next succeeding one. Classification marks out the grand divisions of the script alphabet; method arranges, organizes, and systematizes the work, filling in all the details.

Criticism, in penmanship, is the application of knowledge and judgment to a written form, to discover where it is wrong, and where to remedy it. Criticism does for a letter what proof does for a mathematical problem. It does at each separate step, to detect any possible error which would be fatal to the accuracy of the final result.

How does Analysis accomplish this purpose?

Analysis furnishes the basis of classification. It makes the main part of framework of each letter the standard of its construction. Analysis having first searched out the framework of each individual letter, finds that there are but a few standard forms, each of which is the common principle of many letters. Analysis determines, as it were, the order of architecture to which each letter belongs, and assigns to each its proper place.

Analysis does not stop when it has determined the general principles of the letters, but it also separates the letters into their elementary parts. It thus goes to the foundation of penmanship, and ceases upon the entire subject. Method now has a chance to organize this material into a complete system, and thus lay out a short, practical, and easy route to the acquisition of a good handwriting.

In criticizing the letter, we must compare it with some standard model which is before the eye or use in the mind of the writer. To be of material assistance to the pupil in forming correct letters, each letter must be criticized in detail. If a letter is wrong, some elemental part or parts are wrong; and to correct the letter, such elemental part or parts must be corrected. Analysis is thus able to scrutinize every part of every letter, and to guide the pen at every stroke.

What must be the character of Analysis, in order to accomplish this purpose?

It must contain all the main compound parts of the letters, in the main compound parts of classification.

It must contain all the fundamental elements of the letters in order to serve the purpose of criticism.

These compound parts must be classed together, and the elementary parts classed together; and these two classes must be kept entirely separate and distinct, in order to serve the purpose of method.

Two Analysis serve a practical purpose in penmanship.

In itself, Analysis is nothing, and if not a means to an end, is absolutely useless, no matter how logical and ingenious. The object in view is to arrive at a legible and practical handwriting by the surest and most direct route. This lesson labor and facilitates progress. But analysis does more than this. It has arranged the letters of the alphabet in the order of their comparative difficulty, and has thus marked out a methodical and progressive course, which is the surest and only direct route to the final result.

Analysis has made the first steps in the acquisition of the art an simple, that writing is now begun in almost the lowest primary grades. In penmanship, primary writing especially should be arranged after the analytic method. It does not follow that the why and wherefore of every step must be fully explained, but the pupil should be led in the path laid out for him by science, and at a later stage of his progress he will be able to look back and appreciate what has helped him onward. The elementary analysis is of incalculable value to the pupil as a standard of comparison, and as an instrument of criticism. It points out the way at every step of progress, and is a constant check upon wrong practice. It tells the pupil just what to do, just how to do it, and just when it is done. In no other branch can criticism be more simply and advantageously applied than in penmanship, and in no other can the pupil become his own best critic.

What extent should Analysis be carried?

The grand object of Analysis is criticism. Hence, it should be carried just so far as will serve the purpose of criticism. It is not sufficient to stop at compound parts, however simple, because these are equally so susceptible of analysis as the letters themselves. Nor should the division be carried so far as to destroy the individuality of the elementary parts. But the analysis is complete, when it has identified those parts of the letter which are units in its construction, and hence units of criticism.

Any art, which is indeterminate and vague, cannot awaken enthusiasm. The analytic method, the outgrowth of analysis, is not a drowsy one, inviting to apathy. It brings life, light, and energy into penmanship, and lifts up the sleeper. Thought direct-practice. Every line is an interpretation of an idea. And the mind thinks out what the hand executes.—Primary Teacher.

Extravagance in Language.

Extravagance in the use of language is a sign of ignorance or imperfect development of the mind on the part of its votary. It is a fault more common to the young than to the old, to the illiterate than to the educated, to the barbarian than to the civilized people. The tendency of children and servants to fall into the error is so marked as to be proverbial, while the exaggerations of statements by the savage and semi-civilized nations are no less characteristic. But they are not the only violators of the law of moderation in language. This fault is met by many gentlemen, and in a worded form is only too general among ordinarily well educated adults, and is only less pronounced in public speaking and writing, than in private discourse and correspondence. How few speakers and writers are the confidants of precision! How many mistake what they are careful to keep within the confines of precision! They make mistakes unnumbered times for effective strength! Yet the effects of extravagance in the employment of language are the reverse of those sought to be obtained. It produces monotony, uniformity, sameness, and destroys expression, comparison, life. By abuse, language loses its power, and statements grow weight. It debars interest and becomes enfeebled, so that in the time of need for intensity and strength, language is inadequate to expression, and its abuse is revealed its impotence. He who employs the strongest

terms in treating of matters of trivial moment has no commensurate expression at command in affairs of the greatest concern. He is as one who underdresses and italicizes all his words and phrases; none are raised above their fellows, but all are reduced to mean, unimpressive. It is with words as with men—"familiarity breeds contempt." Certain words, phrases, and expressions should be reserved to all men except to the valets of literature and declamation. If, like the shepherd boy in Esop's fable, we cry "wolf" when there is no wolf, like him, too, when the supreme moment of necessity requires, men will not pay heed to our words. Remember that by habitual exaggeration of language we make it mean; by monotonous emphasis we render it feeble, and by abuse it becomes extremely difficult to employ it with effect.

These considerations should teach us that temperance in the use of language gives weight to our assertions, force to our arguments, strength to our expressions, and effectiveness to our tongue and pen. One should never employ a comparative when a positive will answer, a superlative when a comparative would do, and the exigency demands. To deviate from this rule is to render the degrees of speech of no account and is a vicious practice. But the fault to which attention is directed needs deeper probing than that which we have given it to cure and heal up the festering sore. Rules for the use of language will prove insignificant unless we first discipline our minds, for words are but the audible or visible expression of thought. It is precision of thought, therefore, which should first be sought. From our minds we should put away exaggeration, extravagance and insouciance, substituting in their place precision, moderation and accuracy. If this mind should be disciplined the result will be demonstrated in the spoken and written speech.—San Francisco Chronicle.

Strange Methods Employed in Transmitting Important Messages.

The intelligence which enabled Cyrus to overthrow the Median monarchy was conveyed in the body of a hare sent him by a present. The instigator of the Ionian revolt against Persia sent his agent, a trusty slave, with verbal orders to shave his head when the necessary orders appeared traced on the skin beneath. During Mohammed's war letters of this kind were frequently plated in the long hair of female slaves. The medieval fashion of writing in ink which only became visible when held to the fire is well known; but Cardinal Richelieu, surpassed even this by a device of his first husband, the Duke of Guise, made an entirely different sense from that of the letter as a whole. One of the French chiefs of the Fronde war conceived an important letter in a roasted crab. Warren Hastings, when blockaded in Benares by Chyeto Singh, apprised the English army of his situation by despatches written upon the bellies of sheep of parchment, which his messengers carried in their ears instead of the quills usually worn there. The letter which recalled General Krumpholtz to the relief of Samarcand when besieged by the Bokharis in June, 1865, was stitched up in the nasal of a loyal native. It is even stated that after the story of certain savers of a Munchausenian—that a French spy, in 1870, carried a photographic despatch through the German lines in the hollow of one of his false teeth.

THE PEN.

BY MARY MAYER

The penning and ball bearing bolts
The struggle forward their
From wealth of thought growth striving up
In words of safety
Immortal spirit speaks them
Immortal courage serves
The penning and ball bearing bolts
The struggle forward their
From wealth of thought growth striving up
In words of safety
Immortal spirit speaks them
Immortal courage serves

Their shining and ball bearing bolts
The struggle forward their
From wealth of thought growth striving up
In words of safety
Immortal spirit speaks them
Immortal courage serves

A larger bell, a purer art
The penning and ball bearing bolts
The struggle forward their
From wealth of thought growth striving up
In words of safety
Immortal spirit speaks them
Immortal courage serves

Immortal spirit speaks them
Immortal courage serves
The penning and ball bearing bolts
The struggle forward their
From wealth of thought growth striving up
In words of safety
Immortal spirit speaks them
Immortal courage serves

Invention, nerve and solid faith
The penning and ball bearing bolts
The struggle forward their
From wealth of thought growth striving up
In words of safety
Immortal spirit speaks them
Immortal courage serves

Each, heralding its fragrance rare
The penning and ball bearing bolts
The struggle forward their
From wealth of thought growth striving up
In words of safety
Immortal spirit speaks them
Immortal courage serves

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read to see how it looked, and a down-train ran into the special car and smashed the investigating stockholder. He sued for damages, which the company disputed, because he was not paying fare. In another case an inventor of a patent car-coupling was negotiating at Portland with officers of a railroad to adopt it, and they asked him to go up to Montreal and see the superintendent of the line, and give him a pass. On the way he was hurt by the car running of the track, and the company refused damages because he was riding free. In both these cases the United States Supreme Court held he was a passenger. The company had undertaken for considerations satisfactory to them to carry him, and was bound to carry him safely.

The popcorn boy's case is like these. He was a Massachusetts boy, who rode back and forth on the Vermont and Massachusetts Railroad to Hoose Tunnel, on an agreement that he should have the privilege of selling popcorn on the trains, and should pay \$100 quarter and carry a license for water for the passengers. Of course, he did not buy tickets. The train went through a bridge, and the popcorn boy was drowned. The court held that he had all the rights of a passenger to be carried safely, although he did not pay fare. The same sort of a decision was made in California in favor of a passenger on a steam locomotive. He traveled back and forth without buying tickets, but paid \$200 a month for the privilege of keeping bar and use of the bar room. The court held this made him a passenger.

A baby may be a passenger. The Great Western Railway in England has the rule that children under three years of age go free; children between three and twelve pay half fare. Mrs. Austin, carrying her little child, took a trip, in which the train was wrecked, and the child's leg was broken, and a suit was brought in his behalf. It then appeared that the mother bought a ticket for herself, but did not purchase any for the child. Yet the child was two months more than three years of age. It was bought by the mother half fare. But the ticket-seller and conductor did not ask for any fare, nor inquire how old the child was, and the mother did not make any false statement. The company thought these facts were a good defense; they ought not to be deemed to give any risk as to the child under his fare was paid. But the court said not so. The company undertook to carry the child, and were bound to carry it safely. If they wanted fare they should have asked for it, or they might sue the mother for the fare. The child was not to blame.

Quite a number of cases of this sort have arisen upon what are known as "drover's passes." Out West, where droves of cattle, hogs, sheep, or other stock are taken to market over railroad routes, it is common for the owner to go or send some one on the train to watch the animals, and water and feed them on the way. This attendant pays no distinct fare. Freight is paid for the animals, and that covers the charge for carrying the man. Very generally these passengers are supposed that they are not passengers, and all the risks of accident, or other mishap, and taken to the person who was hurt. In cases where he got upon the train by mere mistake, or oversight of the conductor or engineer, he has been held to ride at his own risk, although perhaps he was allowed to ride, but not to sue the company. If he got on the train or was walking away from it under a risk, in one case the company ran a stage from the heart of the town to the station for bringing passengers. This ride was free. Mr. Buffet wished to travel by the cars and he took out the express to be carried to the depot. He expected to buy a ticket when he got there, but on the way, by the negligence of the

driver, the coach came to grief and he was injured. The company thought their risk did not begin until he had bought his ticket, but the court thought he could recover for the failure to carry him safely by the coach. And the passenger's right to be carried safely continues until he has had fair time and chance to leave the station and grounds of the road at the other end of the line. If another train carelessly runs over him before he has had time to get across the tracks from his car, or if there are holes and pitfalls in the platforms in which he trips and is hurt, the company cannot refuse to pay damages on the idea that he ceased to be a passenger when he stepped out of the car.

There have been some cases about rowdies and trespassers upon trains. In general, a railroad is bound to carry all persons impartially. But there are exceptions. It has been held that a person who is so drunk as to be annoying and disgusting to other passengers has the right to refuse to ride—no one else has a ticket. But if the company consents to take him, they are bound to carry him as carefully as they must a sober man. In Nebraska a man sued a company for refusing to take him as a passenger after he had bought a ticket, and the company proved in defense that he was a notorious gambler, and was riding back and forth in search of persons whom he could fleece at cards. The judge said that was a good defense. A company is not bound to carry one whose ostensible business is to injure the line, one being from justice, one going upon the train to commit assault or theft, or for purposes of gambling, or a person afflicted with contagious disease by which other passengers would be endangered. — *N. Y. Times.*

Reminiscences of Napoleon.

In 1810—that memorable year when Rome, Amsterdam, Dantzic, Antwerp and Paris were cities of the same proud empire, Napoleon had brought his young bride to Brussels, and was received with great enthusiasm and pomp. On the morning after his wedding he reviewed the troops of the garrison in the *Alte Verte*, and as the different regiments defiled before him, remarked a grenadier, who bore the *chapeau* of a sergeant-major. Tall and erect, his black eyes blazed like stars, from a face bronzed by twenty campaigns, while an enormous moustache rendered his appearance still more formidable, or *bizarre*.

When the line was re-formed, the emperor rode up to the regiment of grenadiers, and called the soldier to the front. The heart of the old veteran beat high, and his cheeks glowed.

"I have seen you before," said Napoleon, "your name?"

"Kohl, sir," he answered with a faltering voice.

"Were you not in the army of Italy?"

"Yes, sir; drummer at the Bridge of Arcole."

"And you became a sergeant-major?"

"At Marengo, sir."

"Kohl, sir, you are a brave man."

"I have taken my share of all the great battles."

The Emperor waved his hand, the grenadier returned to the ranks, and Napoleon spoke rapidly to the Colonel for a few moments—the quick glances of his eyes toward Kohl showed that he was talking of him. He had been discussing his bravery in several battles, but his modesty had prevented his soliciting advancement, and he had been overlooked in the promotions. The Emperor recalled him to his side.

"You have merited the Cross of the Legion of Honor," said the emperor, "and the one he wore on a brave man."

The grenadier, who at this moment stood between the emperor and the Colonel, could not speak; but his eyes said more than volumes. Napoleon made a sign, the drums beat to a halt, there was a dead silence, and the Colonel stepped forward to the right, and with trembling hands was placing his cross upon his breast, said with a loud voice:

"In the name of the Emperor, respect Sergeant Major Kohl as sub-lieutenant in your ranks."

The regiment presented arms. Kohl seemed in a dream; and only the stern immovable features of the Emperor prevented him from

falling on his knees. Another sign was made, the drums beat, and again the Colonel spoke.

"In the name of the Emperor, respect sub-lieutenant Kohl as lieutenant in your ranks."

This new thunder stroke nearly overcame the grenadier; his knees trembled; his eyes, that had not been moist for twenty years, were filled with tears, and he was vainly endeavoring to stammer his thanks when he heard a third roll of the drums, and the loud voice of his Colonel.

"In the name of the Emperor, respect Lieutenant Kohl as captain in your ranks."

After this promotion the twenty years, with his review last night, calm, majestic air, which none who beheld him ever forgot; but Noel, bursting into a flood of tears, fainted in the arms of the Colonel; while from the regiment came a loud, united shout of *Vive l'Empereur!*

The Value of Autographs.

Mr. Mason, the numismatist, of Philadelphia, is also authority on the value of autographs. The letters which command the highest prices are those which are termed "autograph letters signed," being such as are written entirely by the signer. Of the autograph letters of the President's those of Washington and Lincoln lead, Washington's bringing from \$5 to \$25, and Lincoln's from \$5 to \$25. The letters ever paid for of George Washington was \$15, for one written six days before his death, and supposed to be his last. Letters of Zachary Taylor are worth from \$5 to \$10; of John Adams from \$3 to \$10; of James Madison, \$3 to \$5; of Andrew Jackson and W. H. Harrison, \$2 to \$4; of James K. Polk, \$1 to \$5; of Thomas Jefferson, \$1 to \$3; of J. Q. Adams, \$2 to \$5; of John Tyler, \$1 to \$2.50; of Franklin Pierce and James Buchanan, 25 cents to \$1; of U. S. Grant and R. B. Hayes, 25 to 50 cents, and of Millard Fillmore, 25 cents to 35 cents. Of the signatures to the Declaration of Independence, Thomas Jefferson's autograph is the most valuable, being worth from \$50 to \$100; then George Washington's \$25 to \$50; Stephen Hopkins, \$20 to \$25; Lyman Hall and John Hancock, \$10 to \$25, and so on, all of them bringing good prices with the exception of Robert Morris, which is quoted at from 15 cents to 20 cents. Kosciuszko's signature is worth from \$5 to \$10, Edward Brodhead's from \$1.50 to \$10; Cornwallis' from \$3 to \$6, and Burgoyne's from \$3 to \$8. — *Boston Transcript.*

Turkish Writing.

Owing much to the scarcity of printed books though the supply in Turkey is now much larger than it was forty years ago—this particular art of writing is one of the most important branches of study throughout the East. Its difficulty is greatly complicated by the numerous varieties of penmanship in use. Of these there are no fewer than six—that called the *neush*, which is the base of all, and which is employed for the transcribing of the Koran and the other sacred books, the *seuluf*, which is used in inscriptions, and is peculiar to the ministry of war and the provincial departments. These various styles are nearly as distinct as so many different systems of shorthand, and it often happens, therefore, that even an educated Turk, who can write, it may be, two or three of them, is as much at sea with the others as a foreigner. A *fatwa*, therefore, who can read and write the whole is not, unfortunately, considered accomplished.

Hindoo scientists claim that the earth is 1,000,000 years old. According to William Allen, of Ohio, says the earth is in better repair today than it was four years after it was made, and he doesn't see why it should not last 4,000,000 years longer.

Angelic nature never dreads, or there were derision in heaven at sight of the discord between man's perception and practice.

Who is a Passenger?

This question has often been propounded in railway business. Lawyers have shown ingenuity and acuteness in raising it in many cases where it seems to have no bearing. Often it has an important bearing. For there are cases where a passenger hurt by a collision or wrecked through the negligence of or trespasser on the train cannot, that a company is bound to protect its passengers against violence and injury from other passengers, but not against misconduct of rowdies who force their way on a train, that a passenger is entitled to so much baggage and the like. All these rules raise into a new question, Who is a passenger?

A dead horse or slow-way is not a passenger, and if he is hurt in a collision or train wreck he gets no damages. But it is not every one riding without paying fare who is considered a passenger. The question is not whether the person took him into a special car free of charge, and they run up the

THE FUNNY SMALL BOY.

The room it was hot.
 And the room it was short;
 Re the schoolmaster at
 Put a stop to his school;
 While the scholars were having a frolic
 Beneath the arms and legs.
 When a tall, bony man came
 Struck the schoolmaster's nose,
 And went long and hard
 For the terrible blow.
 Then occurred one of those singular accidents,
 In a way he could never be known.
 "Cump-hatter, my child,
 You art writing, I see;
 And the schoolmaster smiled,
 "Oh, now, now, right as the hare;
 The spindles, you see, are made lightley,
 And some strokes are not so free."
 While the small boy was taught,
 I am his laughter on foot,
 And the teacher, who was
 Was now very and he aware;
 For the way that the small boy figured
 Was something unheard of before.
 The teacher was beat
 And deprived of his mind,
 So he stood on his feet,
 This small boy, who just grinned,
 And who shook with a shiver that was jolly
 And fell off his back which was shaven.
 "Now tell me, my son,
 How this did I enjoy
 Once again for the first time,
 Why this wonderful joy?"
 "You're a like," cried the tall, old, wild with laughter,
 "You're whistling, ha, ha, ha, my friend."
 "H. C. Judge in *Interest Free Press*."

Engrossing versus Flourishing.

BY F. L. BURNETT.

So much has been said during the past few months in regard to flourishing, that it may seem folly for me to bring the subject to the notice of my brothers in pen art again. While I do not believe that flourishing is of much benefit, either to the pupil or teacher, I do not believe that the student should omit the most and best specimens of that class of work to enjoy more of the public patronage than those who do not. During the past few years I have given under a considerable amount of ground—in fact, some fifteen States—and have had an abundant chance to note the effect that different styles of penmanship have upon people in different parts of the country. I have found that penmanship is like every thing else, in one part of the country they believe in one thing, and nothing can change them, whereas in another part it is entirely the opposite. While flourishing is a branch of the art which, in itself, will not make money of any penman rich, I think that it should not be entirely done garded by them.

If a penman is in a locality where there is considerable engrossing to be done I advise him to drop flourishing. We will know our large cities are the places where the most of our engrossing is wanted, and also where a great many of our penmen direct their efforts to fill their pockets with the dollars of our day by doing that class of work. I have also noticed that the strongest objections against flourishing comes from these places. Now, then, to the penman who is not blessed by living in one of these cities, and who depends upon the patronage he can secure for the college for his dollars, I say flourish! Why is it that one of the leading colleges of the West gives the most of its two or three hundred scholars each year, one reason is, simply because it has the reputation of sending out men and boys who furnished specimens from their pupils than any other college in the country; they see the benefit arising, keep on sending them, and get their pupils. I do not claim that it is the best plan to use in every part of the country. I have not been over the whole of it, but for the majority of the penmen who have to depend on the college, I have found that flourishing is the best. I have found that flourishing in the large eastern cities, and in most of the west, is not of much account; but where a college draws its support from rural towns, there is no better way to advertise than by its flourishing, if it is superior. Many and many a time I have seen young penmen carry specimens received from colleges, and make up their minds to go to the one that sends the best. Why is it? It is because the American boys of the present day can see, read, and they say, if they can afford a first-class penmanship department their other penmen must be the same. To these penmen who have better eyes I will say, do as little flourishing as you possibly can, and put the most of your time to engrossing pen drawing, and in your teaching.

If I have written any thing in this communication that does not coincide with the views of my brother penmen, I humbly await their criticisms.

Wonders of the American Continent.

The greatest cataract in the world is the falls of Niagara, where the water from the great upper lakes forms a river three-fourths of a mile in width, and then being suddenly contracted, plunges over the rock in two volumes to the depth of 175 feet. The greatest cave in the world is the Mammoth Cave of Kentucky, where any one can take a voyage on a subterranean river and catch fish without eyes. The greatest river in the world is the Mississippi, 4,000 miles in length. The largest valley of the world is the valley of the Mississippi. It contains 5,000,000 square miles, and is one of the most fertile regions of the globe. The greatest city park in the world is in Philadelphia. It contains 2,700 acres. The largest grain port in the world is Chicago. The largest lake in the world is Lake Superior, which is truly an inland sea, being 420 miles long and 1,000 feet deep. The longest railroad at present is the Pacific railroad, over 3,000 miles in length. The greatest mass of solid iron is the Pilot Knob of Missouri. It is 220 feet high and two miles in circuit. The best specimen of Grecian architecture in the world is the Girard College for Orphans, Philadelphia. The largest aqueduct in the world is the Croton Aqueduct, New York. Its length is 69 miles, and its cost \$12,500,000. The largest deposits of anthracite coal in the world are in Pennsylvania, the mines of which supply the market with millions of tons annually and appear to be inexhaustible.—*Coal Trade Journal*.



The above cut is photo-engraved, one half the size of the original, from a flourish executed by A. A. Clark, teacher of writing in the public schools of Cleveland, O. Prof. Clark is an accomplished penman and teacher. His specimens are models of grace and excellence.

Warning to Newspaper Stoppers.

We appropriate the good warning from *Truthful Exchange*: "A certain man got mad at the editor and stopped his paper. The next week he sold all his corn four cents below market price, then his property was sold for taxes, because he only heard of the convention three days before he adjourned: he lost ten dollars before John McCarthy bought over Ten Brosch had won the race; his wife was arrested, and he paid \$300 for two days on Sunday, and he paid \$300 for a lot of forged notes that had been advertised two weeks, and the public cautioned not to negotiate them. He then paid a big bribe man, with a leg like a derrick, to kick him all the way to the newspaper office, when he paid the editor's subscription in advance, and made the editor sign and swear to an agreement to knock him down and rob him if he ever ordered his paper stopped again."

Let Your Light Continue to Shine.

To the many earnest and skillful teachers, authors and workers in our profession, who have so liberally favored the *JOURNAL* with valuable articles and illustrations from their pens, we return our most earnest thanks, and trust that in future their light will continue to shine with increasing lustre through its columns, while we hope in the future to add many brilliant contributors to our present list.

You need not tell all the truth, unless to those who have a right to know all. But let all you tell be the truth.—*Horace Mann*.

Immense Size of the Pyramids.

A United States Naval Chaplain who has recently visited the great Pyramid of Cheops in Egypt, waded in the deep sand fourteen hundred feet before he had passed one of its sides, and between five and six thousand feet before he had made the circuit. He says, take a hundred New York churches of ordinary width and arrange them in a hollow square, twenty-five on a side, and you would have scarcely the basement of this pyramid; take another hundred and throw in the material into the hollow square, and it would not be full. Pile on all the stone and brick of Philadelphia and Boston, and the structure would not be as high and solid as this greatest work of man.—One layer of blocks was long since removed to Cairo for building purposes, and enough remains to supply the demands of a city of a half million of people for a century, if they were permitted freely to use it.

District-Attorney Phelps, in the course of his admirable address recently delivered before the Psi Upsilon Fraternity at New Haven, urged young men who were anxious to exert an influence in public affairs, to make a special study of such subjects as pauperism and crime, political history, the legislation of States, local government, and, above all, political biography. He ridiculed two sorts of dandies—the literary and the social. "Culture with the first," he remarked, "means to dandle about clubs and to fill rapid cars with equally vain talk about art and literature

How Rich Men Began Life.

Cornelius Vanderbilt began life with a sail boat running between Staten Island and New York, carrying cargo stuff to market. With two or three thousand dollars raised from this source, he entered upon his steadily increasing enterprises until he made the enormous sum of \$100,000,000.

George Law, forty-five years of age, was a day-laborer on the docks, and now counts his fortune at something like \$10,000,000.

Robert L. and Alexander Stuart, the noted sugar refiners, in their boyhood sold molasses candy, which their widowed mother had made, at a cent a stick, and to-day are worth probably \$5,000,000 apiece.

Marshall O. Roberts is the possessor of \$1,000,000 or \$5,000,000; yet until he was twenty-five he did not have \$100 he could call his own.

Horace D. Chaffin, the eminent dry goods merchant, worth, it is estimated, \$12,000,000 to \$15,000,000, commenced the world with nothing but energy, determination and hope, and see how magnificently he has invested them.—*Exchange*.

Wonderful Precocity.

The most noted case of childish precocity is perhaps that of Christian Henry Heinicke, born at Lubeck in 1721. He could talk at ten months old; when he had completed his first year he could recite the leading facts in the Pentateuch, and a month later had acquired the rudiments of ancient history, geography and anatomy; he learned the use of maps and 8,000 Latin words. When two and a half years old he could answer almost any question in geography and history, and before his death, which occurred in 1724, at the age of four years and four months, had learned divinity, ecclesiastical history, and other branches of knowledge, and spoke Latin, French, German and Dutch. About a year before his death he harangued the King of Denmark, to whom he had been presented. In his last moments he displayed the utmost firmness, and attempted to console his grief-stricken parents.

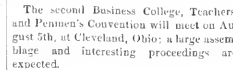
A Double Negative.

I.	He.	She.	It.
Ten years	Ten years	Agoo.	Agoo.
With tears,	With tears,	I said,	I said,
"Dear Ned,	"Dear Ned,	"No! No!"	"No! No!"
I fled—	You fled.	Dear Ned,	Dear Ned,
Heart dead,	You know.	How beautiful!	How beautiful!
And Jesus said,	Could not	You press?	You press?
Ten said—	You guess	Negative two	Negative two
I could have, too,	With tears,	Mont "Yes!"	Mont "Yes!"
Ten years	Ten years	Agoo.	Agoo.

—Puck.

The empress of Austria was filled with wonder on meeting Mr. Kavanagh, M. P., for county of Carlow, with the Kddare bone, who was born without legs or arms. In place of legs he has six inches of muscular thigh stumps, one being an inch shorter than the other, while his arms are dwarfed to perhaps four inches of the upper portion of these members, and are unfurnished with any termination approaching to hands. Yet he is a beautiful, intelligent, a dashing hostmaster, an artistic draughtsman, and an amusing, smart, expert yachtman and drives four-in-hand. In writing he holds the pen or pencil in his mouth and guides its course by the arm stumps, which are sufficiently long to meet across the chest. When hunting he is a kind of saddle basket, and his reins are managed with surprising expertise and ease.—*New York Sun*.

The virtue of patience bears such a preponderance in the things of God that we can either build any precept or do any acceptable work without it.—*Testuffian*.



Is Flourishing a "True Art"?

JOEL H. BARLOW.

If it be deemed a matter of doubt that flourishing is a "true art," the question may be best determined by considering the meaning of the term "art." Art has a very extended significance, and is properly applied to many subjects. Among these the "art of writing"; even plain writing is justly entitled to a conspicuous place. But writing, like many of the products of human industry, is as susceptible of decoration or embellishment as a temple, a house, or its furniture, machinery, pottery, jewelry, or anything the beauty of which can be enhanced by the application of cultivated skill and taste. Some form of what is termed "flourishing" seems the most appropriate ornament for manuscript. It would be entirely out of place to use pictorial material with writing, unless it were to elucidate or illustrate the subject. There is no doubt that the highest artistic skill and taste can be as appropriately employed in the embellishment of a piece of writing, as in the decoration of architecture or furniture. Raphael employed his almost divine skill not only in designs for tapestry, but in pottery and other of the industrial arts.

Writing may almost be valued as the corner-stone of the fabric of civilization. To a great extent it may be used in its plainest form.

But according to the gravity or dignity of the subject, it will be proper to add to it the skill of the decorative artist.

forms have been generally modified, conventionally, to adapt them to the subject to which they were applied.

For penmanship, the material used for ornamentation should be specially conventionalized and specially adapted to the subject. As an illustration of the value of artistic skill applied to penwork, we may cite the examples of medieval work, before the art of printing was discovered. That was a period in which the knights of the quill and their skill were duly appreciated. It might then be truly said—

"To the Pen alone we mortals owe
All we believe and almost all we know."

Then penmen were generally artists and artists were generally penmen. The greatest artists made the pen their favorite instrument for first presenting to the eye their divine inspiration and the grand conceptions of their meteoric genius. Even Michael Angelo, Leonardo da Vinci and Raphael, as well as other eminent artists, made their first sketches with a pen.

At recent sale by auction of the great collection of Didot, the celebrated printer at Paris, manuscript works sold as high as \$15,000. Forty-five ornamental manuscripts and missals realized it is said about \$100,000.

Communications

to the columns of the JOURNAL, regarding any department of teaching or practicing writing, or upon any branch of practical education, are respectfully solicited.



The letter *t* begins at base line and ascends on connective slant one space, and continues upward on main slant another space, from which point a diminishing shade traverses the upper half of first line, and continuing in direct line unites with lower turn to right curve, extending upward one space on connective slant. A straight line one space in length crosses the shaded line horizontally at three-fourths the height, one-third of its length being on the left and two-thirds on the right.



The letter *z* combines the first three lines of a word, with the second and third of *z*. The oval should not be shaded. Height, two spaces; width from oval to straight line at base line, one space.



The letter *p* begins at base line with right curve extending two spaces in a direction more nearly vertical than the connective slant, uniting angularly with straight line, proceeding one and one-half spaces below base line, then retracing to base line and finishing with third, fourth and fifth lines of a word. Shade from base line to bottom of letter by increasing pressure. Width between straight lines, one space.



The letter *y* is formed by the first four lines of a word, the fourth line being continued one and one-half spaces below the base line, where it is united by a short turn to a right curve.

once well known as penman and author.)

"Make each clown, in lessons short and easy,
Dance like an Elmer, write like a Goliath."

or write like a Spencer or a Flickenger. The teacher must himself, or herself, do the work, and "bear the burden and heat of the day?" and the time required must ever depend upon the tact and the energy of the pupil. And let no tyrant imagine that without these elements of success (if with it) can be possible—

"To cause him by a course lower or leveling,
In lessons there to execute good writing."

What Will the Convention Amount to?

Editors *Penman's Art Journal*:

Within a little more than a month the second meeting of the "Commercial Teachers and Teachers' Association" will be held at Cleveland.

This meeting was appointed after a full and fair deliberation by representative teachers from different parts of the country, with the full belief that the time, place and circumstance would best answer the high demands of the occasion.

The Convention held in New York last year was an experiment, and at the same time a success. Under the circumstances, it was next to impossible that the work—which, in the nature of the case, had to be to a great extent extemporaneous and unconsidered—should be wholly satisfactory. The most that could be reasonably expected, was to be bringing together of a number of earnest, faithful teachers, in closer relations than the mere professional ones existing, and a comparison of views and methods bearing upon our common work. It is but the simple truth to say that these ends were fully met, and that those who accepted the call in good faith and joined in the work of the convention left with the feeling that time and money had been judiciously spent.

Under this view, the adjournment to Cleveland was an actual necessary result, and there can be no doubt that those who voted for such adjournment did so with the feeling that with a year's preparation, and a more definite idea of what can really be accomplished in a four day's deliberation, the convention of 1879 would prove a grand advance on that of 1878.

The time is now so near when the ground of these hopes will be tested.

There can be no doubt that those who have had the matter in charge have wrought with energy and intelligence, and the work of the Convention as far as the topics presented for consideration would seem to be placed beyond contingency. Is there reason to believe that these expectations will be met? Those who accept the invitation, one hundred live, earnest teachers who can attend the Convention, and who will do it if they can be assured that it will pay them. And the only pay they ask is additional knowledge and preparation for their work. Will it be possible for this class of teachers to gather from the deliberations and exercises of the Convention, and make a material investment? There should be but one possible answer to this question, and if the labors of the Executive Committee are appreciated, and the ground they have laid out occupied there can be no doubt upon the subject.

One fact stands out prominently, both in the conclusions of the Committee and in the opinions of those who are most in earnest as to the outcome, and that is, that the time of the Convention should be given to practical discussions of the best methods of school work—that for once, there should be no "padding" of the program with unimportant, however carefully prepared and interesting, and new to the actual presence of the classroom as practiced daily by those who speak thereof.

If this plan is followed, and every member of the Convention comes to its work with willingness, please to listen to what others may say, but to talk himself whenever he can say thus all the general stock of knowledge, the question then asked as the title of these remarks will be answered in a way that will send us all home with our hearts beating warmly for the work which is before us, utterly impossible for any finite mind to answer, and I am not one of those who believe there is any one earth or under who can, or could, (to use the language of Foster,



The above cut is photo-engraved from pen and ink copy, executed by Charles Rollinson, who has for some three years past been an assistant in our office. Mr. Rollinson is a skillful and promising young artist; in pen lettering he has few equals.

Cardinal Wiseman, in an address to an association in Manchester, England, in 1852, on the relation of the fine arts to the industrial arts, said, "that it was highly important the two should not only go hand in hand, but that the two should be joined in the same individual. Dr. Waagen, Director of the Royal Gallery of Berlin, when consulted by a Committee of the House of Commons, in 1853, upon the improvement of the "Arts" and Manufactures, said "it was necessary to bring about the condition of things that existed in the time of Raphael, that artists should be more workmen and workmen more artists." It is necessary to bring a closer connection between the beautiful and the productive art.

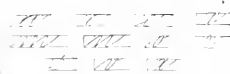
The Cardinal said, "The art required to enhance the beauty, and consequently the value, of the products of the workshop, is not low art, but high art, and the very highest art." The subject of the connection between plain and ornamental writing, or flourishing, is too extended for the space at our command in this number. The important points can be here briefly alluded to.

Plain writing must be classed among the industrial arts. For ornamental or decorative penmanship, the same condition of things is desirable as for the industrial arts generally, viz., the combination of the artist and the penman in the same person.

For the decoration of an inscription and the mechanic arts generally, when the objective material employed has been derived from natural forms, animate or inanimate, these



We group the letters already given that their similarity may be more apparent



We observe that they are all of the height of *t*, except two, and are consequently one space in height, the letter being the unit of measurement, the exceptions, *r* and *s*, extend one fourth-space higher.

The initial lines are made upon a slant of 30°, the terminating lines have the same slant, except those of the *a*, *e* and *i* which are made horizontally. The straight lines of the *m*, *a* and *n* are also connected by curved lines having the same slant. All the straight lines, except the cross of *x*, are upon a slant of 32°. None of the letters of this group are shaded except *u*; and there is no retreating parts except in *a* and *s*. Having practiced the above short letters, with special reference to their similarity in height or slant of lines, we may examine and reproduce the four letters, *t*, *d*, *p* and *g*, called *semi-extended* letters,

tending upward to the base-line and marking into a left curve, continuing on connective slant to head line. Width from point of oval to intersection of straight line, with base line, one space, width of part below base line, one third space.

To form these four letters creditably requires much careful practice and close criticism.

In making the shade of *t* and *d*, a pressure upon the pen to open the nibs sufficiently to produce the required width of shade in widest part, should be given before moving it downward in forming the letter, that the shade may be bounded at top by a horizontal straight line, instead of curved line, or point at top and bulge below.

The shade of *p* is the reverse of that of *t* and *d*, and may be considered a wedge with thick end downward, while that of *t* and *d* has its thick end downward. In making the shade of *g*, stop the downward movement as abruptly as possible, and the lower boundary may be a horizontal line. See also, that the straight ones above base line are precisely parallel. In making *d*, *p* and *g*, be careful to unite the oval to the straight line by a point only.

The question is almost hourly asked me, "How long will it take me to learn to write a good hand?" This question is, of course, utterly impossible for any finite mind to answer, and I am not one of those who believe there is any one earth or under who can, or could, (to use the language of Foster,



A. E. Dwyer, Warren, O., incloses a very fine specimen of penmanship.

N. M. Hays, teacher of writing, Ellington, N. Y., writes a graceful letter in which he incloses a very well written card specimen.

F. O. Young, Camden, Me., the somewhat famous local brandy agent, sends a very attractive and well executed specimen of penmanship.

E. L. Burnett, La Crosse, Wis., sends several specimens of writing and penmanship which show that he is still improving. He writes well.

L. L. Tucker, teacher of penmanship at Troy Conference Academy, Poultney, Vt., sends several very creditable specimens of card writing.

Joe Fowler, Jr., Ashland, Pa., sends a photographic copy of a set of resolutions endorsed for a fire company; the work is skillfully executed.

C. H. Hills, Mansfield, O., incloses several slips of business writing and a package of cards which for elegance, ease and grace are well executed.

A. Clark, teacher of writing in the public schools of Cleveland, Ohio, sends a gem of old hand penmanship, a cut from which will be upon another page.

Several elegant specimens of card writing and a gem of penmanship have been received from C. W. Rice, who is at the Spencerian Business College, Cleveland, Ohio.

Frank McKee, Jr., teacher of writing at the Ohio State Normal School, sends specimens of writing executed by several of his pupils which show remarkable proficiency.

A. H. Dikin, Tully, N. Y., sends a couple of elegant and attractive specimens of penmanship and drawing. It is somewhat overdone; with one-half the work it would have presented a better appearance.

Answers to

our complying with them all, and therefore, that we may be impartial and just to all, we have thought best to entirely discontinue such answers. Without any solicitation on our part, we announce, that any reader of the JOURNAL who desires to receive by mail a careful and thorough criticism of his penmanship, should send us a specimen of his work, and we will favor them with the same for one dollar.

NOTICE.

In this column, for the future, will appear only such communications, and answers thereto, as we shall deem of general interest or importance. The custom of criticising the writing of individuals will be discontinued partly because such criticisms are not of general interest to our readers but principally from the fact that since the circulation of the JOURNAL has become so large, requests for such criticisms have become too numerous to admit of our complying with them all, and therefore, that we may be impartial and just to all, we have thought best to entirely discontinue such answers. Without any solicitation on our part, we announce, that any reader of the JOURNAL who desires to receive by mail a careful and thorough criticism of his penmanship, should send us a specimen of his work, and we will favor them with the same for one dollar.

G. A. S. Melne, Ill.—What is the postage on pictures and drawings made with a pen? Answer.—By the assistant Postal Mail, which effect may be seen by drawing with pen on cards, corrected proof sheets, diplomas, etc., not signed, go through the mails at one cent per ounce.

E. L. Harperville, Miss. and others ask if we cannot receive a specimen of their writing and allow them to compete for the prize offered for the greatest improvement during Professor Kelley's course of lessons. Answer.—It would not be proper or right for us to do so; specimens might be awkwardly written; now, when the purpose of the showing marked improvement at the end of the course. We were particularly careful to receive and compare specimens before the writer knew the object of their submission.

W. P. M., St. Louis, Mo.—I who received the highest premium for penmanship at the Centennial. Answer.—We are not interested regarding all the premiums awarded to the various departments of penmanship at the Centennial. We give all the information we

have, and if any having received premiums are not here mentioned, they are requested to inform us regarding the same. A diploma and medal was awarded, for ornamental pen-drawing, to Joel H. Barlow, New York. A diploma was awarded to F. A. Blackman, Blackman, Taylor & Co. for penmanship, exhibited by them, and accepted by Lynard, and F. R. Spencer, and H. W. Filmer, Jr. Our own "Graphic Picture of Progress," which was exhibited to the New Jersey Educational Department, received a highly complimentary certificate from that department. 2. What is the average salary received by teachers of penmanship? Answer.—The salary varies from \$100 to \$2,000. 3. Is it possible for a person to become a skillful penman without the aid of a teacher? We think it is possible, but very doubtful. A man may cross the continent on foot, but most men would prefer the more expeditious method of going by railroad. We should certainly advise any one seeking to become an accomplished penman or a successful writer to avail himself of the instruction of some acknowledged master of the profession; they will save time and money, and he much more likely to attain their object. 4. What letter is the alphabet (Capital) is the most difficult to make? Answer.—The capital D is usually so considered, but it does not appear to be so to all penmen.

H. C. Wright, of Wright's Business College, Brooklyn, N. Y., is residing in Cleveland, Ohio.

W. E. Dennis, Penman at Wright's Business College, Brooklyn, N. Y., is spending his vacation at his home in Chester, N. H.

J. A. Cough, late principal of the Commercial Department of the Academy at Sullivan, N. Y., is spending his vacation at his home in Chester, N. H.

W. H. Ward, a graduate of P. R. Spencer, Jr., has been teaching writing classes with considerable success at Freehold, N. J., and vicinity.

N. S. Beardsley, of Washingtonville, O., has engaged to teach writing at the Youngstown, O. Commercial and Normal school, he is a very graceful writer.

Louis Madaras, the well known young penman, has been engaged at a liberal salary by Mr. Gaskill, of the Manchester, N. H., Business College, and goes there September 1. This will be a fine opening for him.

I. S. Preston has engaged to teach penmanship at French's Business College, Boston. Mr. Preston is one of our most enthusiastic and skillful writers, and will be likely to keep his competitors in Boston on the *qui vive*.

J. F. Mear, teacher of penmanship in Hubbard's Business School of Boston, favored us with a call a few days since. Prof. Mear is an accomplished writer, and enjoys the reputation of being a skillful and successful teacher.

George M. Nicol, proprietor of the Old Penmanship Building, and visiting Baltimore city, favored us with a call a few days since. He reports a tolerable degree of success in his college during the past year. He has the reputation of being a skillful and successful teacher.

D. R. Lillibridge, Principal of the Davenport, Iowa, Business College, favored us with a call a few days since. He reports a tolerable degree of success in his college during the past year. He has the reputation of being a skillful and successful teacher.

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C. A. Monroe, Brooklyn, Mass., paid us a visit recently. He formerly, for several years, taught penmanship, but was lately engaged as an accountant. It is his expectation to take charge of teaching writing in the public schools in his town next year. He is a good writer and an enthusiastic admirer of fine penmanship, and will undoubtedly do successfully in his new position.

A. W. Smith of the Meadville, Pa. Business College, has just completed a very skillful and complicated piece of penmanship in form of a Masonic *Memorial Album*, which he designs to publish. It is a beautiful work, and will be one of the most beautiful of the kind ever published, and it is now in the hands of the printer.

Prof. L. S. Thompson, teacher of drawing and penmanship at Purdue University, La Fayette, Ind., recently gave, before a large and appreciative audience at Lafayette, a most interesting and well illustrated lecture, which was highly complimented by the press for its original and yet careful of the various points of penmanship, and will undoubtedly do successfully in his new position.

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teaching writing for some time past in California, and in the fall will take charge of writing and drawing departments in the California State Normal School. He is improving the present—visiting the leading normal and public schools of the East to observe and study their methods of conducting these departments. It is his determination to give to these branches of education commensurate with their importance as a part of a public school teacher's qualification.

E. Baylies, Principal of the Baylies' Commercial College of Dubuque, Iowa, has been spending a vacation of seven weeks among friends in the East, during which he favored us with a most interesting and valuable improvement in his college business during the past year. He is one of our live, enterprising teachers and a good writer, and undoubtedly deserves his growing success.

J. C. Jaffe, formerly penman at Moore's Business College, Atlanta, Ga., has opened in that city an institute of Penmanship. The *Atlanta Sunday Gazette* speaking of Professor Jaffe says that "he has for many years been acknowledged to be the finest penman of the South. He has not only the most exquisite power of execution, but he has the happy facility of teaching this admirable art to the most ignorant of students, and he has received, and what we have learned concerning Professor Jaffe, we can most fully endorse." It is signed by the *Gazette*. His writing is among the best received at the office of the JOURNAL.

Chambers' Business College, Harpersville, Miss., is warmly commended by students who are in attendance.

The students and teachers of the New Jersey Business College, Newark, N. J., sustain a flourishing literary society.

A catalogue of Polson's (Albany, N. Y.) Business College has been received. It is a quarto pamphlet of eighty pages, got up in excellent taste and style.

We are glad to learn that the special penmanship department at the B. and S. College, Philadelphia, Pa., conducted by J. E. Soile and H. W. Dickson, is highly prosperous, as it richly deserves to be.

H. C. Clark, formerly of the Forest City Business College, Rockford, Ill., has purchased of M. J. Goldstein the Potomac, Pa. Business College, of which he at once takes charge.

T. T. Fetter and S. R. Manning have established at Nesham and Omro, Wis., schools known as the "Students' Conning House," and which will teach commercial and penmanship. Their *Conning House Quarterly* is a well edited pamphlet of sixteen pages.

The Spencerian Business College, Washington, D. C., conducted by Henry C. Spencer, closed for its summer vacation, June 17. The students and teachers of the college were very successful in their studies, and the college was highly complimented by the press for its original and yet careful of the various points of penmanship, and will undoubtedly do successfully in his new position.

The fifteen anniversary and commencement of the Bryant, Stratton and Butler, Baltimore Business College, took place at the Academy of Music, July 1st. The valedictory address was delivered by the Rev. Charles P. Deems, D. D., of New York. The graduates numbered 100, and the exercises were highly commended by the press.

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able to succeed, though possessed of the most exquisite genius.

To any person of common sense who will carefully follow good instruction, with a corresponding example, and persevere in his practice, success is an absolute certainty. Give me a young man with a will and industry, and I will give you at least an excellent business penman. Or let my pupil be possessed of real love for the art, together with industry, even though he may lack the highly esteemed gift, and I will guarantee not only an excellent business hand, but a high degree of perfection and beauty. To him who would become an expert in the "art" in all its branches, the qualifications above mentioned, viz., love for the work, industry and perseverance are positively necessary; while genius, or natural ability, is not only unnecessary, but in most cases a hindrance to its possessor, from the fact that it is seldom accompanied by that industry, "stick-to-itiveness" and other necessary qualifications which are indispensable to a high degree of success.

MANCHESTER, N. H., June 25, 1870.

Editors PENMAN'S Art Journal:

The recent articles and communications in your paper in reference to those who are continually plying penman with requests for specimens, have come timely and to the point, but there is another class of penmen that are still more worthy of the JOURNAL's righteous wrath. If some of my correspondents are to be believed, there are several penmen traveling about the country, whose plan of operation is this: They go into a place and form a school; then decamp with the money collected; return home and receive the same "course" in each place they visit. It is further claimed that one or two of our best known penmen are engaged in this high-toned business, one of them, too, a recent and very promising convert of Mr. Moody's.

The only way to put an end to such business is to publish these parties. For my part, I should deeply regret having to do it myself, but rather than see the entire profession disgraced by reason of these fellows, I would do my whole duty in the matter. I believe, however, that there is no class of men with higher principles of honor than we among penmen, but there are some scoundrel fellows among us, who need a little strict discipline.

Let us have the experience of those who know more about their plan of operation.

G. A. GARELL.

[In any instance where well-supported facts regarding penmen who have defrauded their patrons are received, we shall not hesitate to give such facts publicity through the columns of the JOURNAL.—Ed.]

ST. LOUIS, June 20, 1870.

Editors PENMAN'S Art Journal:

Owing to the severe pressure of business I am unable to reply to the communication of Mr. Geo. M. Nicol (which appears in the June number of the JOURNAL) in time for the July number, but you may state that I will embody all the points of controversy in my address to the Penmen's Convention. It would have been a great pleasure to me to have heard from other penmen on the subject. I really had expected such, and am a little disappointed in finding only one, which would equally vindicate and leave the "penmanship" to be a true art. No doubt there are many who take the same grounds as Mr. Nicol, therefore I would request them to come forward and let themselves be heard, but what-aver arguments may be offered, let them be based on some authority outside of the ranks of "penmen." I make these requests for the purpose of embodying in my report, every point of argument that may be submitted and replying thereto. As I have not the time nor the inclination to reply to each case "seriatim."

I am yours, in haste,

W. B. BARNES.

New stationery is ornamented with the favorite flower of the writer, placed in the left hand corner of the card and envelope.

DRAWING AND ART SCHOOL.

An aqueous solution of soluble iodide of starch is being sold under the name of *Encre pour les Dames*. It is especially intended for ladies' love letters. In four weeks characters written therewith disappear, preventing all abuse of the letters, and depriving the lover of all documentary proof to his possession of the heart of his mistress. The signers of bills of exchange who use this ink are freed from all obligations in the same length of time. — *Givry's Stationer*.

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Address delivered by Prof. A. F. Bond, Superintendent of writing, published by the State of Cleveland, O., before the Ohio Teachers' Association at Warren, O., June 14, 1879.

There are 5,000,000 adults enumerated in the last United States census, who could neither read nor write. This means that about one-seventh of our entire population are in need of instruction in these useful and important arts. That this vast number can ever be reached by professional penmen, is entirely out of the question, and the thought naturally comes, how is this problem to be solved? There is no question that in our public schools, who are supposed to devote nearly one-fourth of their time to writing. This is equivalent to the entire time of 25,000 in this branch. Of the 250,000 teachers, 200,000 are females, and 50,000 are male. Assuming that the whole time of 25,000 teachers be given to instruction in penmanship, we have an average of 236 pupils to each teacher, or, forty-seven per hour.

Hence, it must be seen that a more general plan than the ancient one of individual instruction, must be resorted to. That our public schools should be nurseries of the art, I do not think will be questioned; and that the burden of instruction must fall upon the regular teachers is to me, equally clear. To diffuse, then, more generally among the people a knowledge of the art and to stimulate a healthier public sentiment toward it, are prime factors in the problem. The question is not difficult. Let Boards of Education, Boards of Examiners, Superintendents of Schools, and all persons having control of educational interests, make a positive demand that every applicant for a position in either primary or grammar schools, shall pass a thorough examination in both the theory and practice of Penmanship. Let them insist that no certificate be granted to those found incompetent in this branch. Let the writing on a level with arithmetic, grammar or geography, and make it just as essential an element in the examination for promotion of pupils from grade to grade, let teachers and pupils feel the same responsibility for it as for the studies named. We cannot, I venture, make the examination of pupils fifty per cent better than those now obnoxious, could be had, and that, too, without extending the time of special lessons. But the objects to all this may say: *First*, The demand is unreasonable—impracticable; we could not fill our ranks with efficient teachers; the school of our educational machine would be blocked—and with that will stop at writing, and some have gone so far as to say the lowest of all arts. *Second*, Public sentiment would not support us in such a radical demand. *Third*, It is an art like music or drawing, a gift of which all are not possessed, and hence many might fail in reaching such a standard of excellence which would enable them to pass, were it seriously considered. *Fourth*, Individuality—the notion that no two persons can be made to write alike—that writing should express character, and, therefore, it is not desirable to force taste by requiring all to be measured by the same standard, and more so, that it is not a few, that to write with extreme nicety, or to be very exact in what one does, is a mark of a small mind. *Fifth*, Really writing has not much educating power or teaching force, and therefore hardly worthy to be dignified as a study. I have given what I believe to be the real objections to this "placing penmanship" in our schools, and I think it is a ship where I think it belongs, and so I would answer them briefly. *First*, That the demand is unreasonable or impracticable I do not believe. If applicants for positions in our schools could know, even a month beforehand, that they were to be examined in this branch, and that examination would be thorough, that no certificate would be issued to them if found incompetent in this branch, I do not think one out of fifty would fail of reaching an entirely satisfactory standard, so far as knowledge of the art is concerned. That the art is lowest of all arts, or the very small of all studies, is to me, I deny in toto. If such be the case, let me be invited to try to master it, or let it, and I can assure him he will find it neither very simple nor extremely low, on the contrary he will have need of all his faculties in full play if he wishes to know—quite enough to impart. Few fail as teachers, comparatively, for want of

knowledge—many from inability or lack of skill to impart what they know. *Second*, Public sentiment would not support us in so sweeping a demand. May I ask who is to blame for the existence of such sentiment if it do exist and I deny that it does to any serious extent, who has the moulding of public opinion if not they who have control to a very large extent of educational affairs? I think right here is the main difficulty, and something should be done to change the current of opinion if it is setting in the wrong direction. Public school men should awaken to the fact that writing has strong claims upon them as an elementary study, and that it can never rise to its proper level until it is given a fair and equal chance; that they personally have a work to do in this direction quite as well as professional penmen. *Third*, That ability to write well is a gift, more than all our faculties are gifts. I deny. Indeed, there is less diversity of talent here than in reading, music, or drawing; less than in arithmetic or spelling even, as I have frequently proved to my entire satisfaction. Hence this plea to say mind falls flat when we look it squarely in the face, and we are left with the plea of a strong leaning toward Spencerian and perforce, must write well till fingers in the mud of many, like one old woman out superstition. *Fourth*, Individuality. This, in any practical sense, is the curse of penmanship striving for it I mean. Who of us has not seen, or felt perhaps, the coil of learning to write from a half dozen or more different teachers, each having his own peculiar style? How often what might otherwise have been an excellent hand, has been spoiled completely by trying to imitate somebody else. I think of no better illustration of this point than the average boy or girl in our high schools. Notice how they close their bodies, how full of quiver, and genius—how prominent the notion that fancy and greatness are always marked by eccentricities and originality. How they seem to feel that these qualities must color their art if it is to mark it as to be made in the world. Perhaps you will say all this is but a natural effect and so true the coil in its first and worst condition of the physical organism incident to the age of such boys and girls. This is true, no doubt, in part, but far more is it due to wrong educational training, false ideas of life and false social tendencies that induce persons to seem what they are not. A great variety of styles, and so on in its first and purer nature, lack no idiosyncrasies which are not competent to others of the same kind and condition." I think he was right in such objection—certainly not so far as the work in our primary and grammar schools is concerned. Beyond a certain point writing is purely a practical art for the use of all, in which distinct formation and a very variety of execution are to be combined, and I do not think any one will question, that to begin in early childhood with a good style and from that style never change, is safer than constantly to vibrate between good, bad, indifferent and so on, and so on. Again, that with extreme nicety, or to be very exact, carrying out to the last degree very little detail in whatever we do is any evidence of a small mind, is, seriously, absurd. There is too much disposition altogether in this country to ignore letters in our struggles to rise in the world. We seem to forget a very old but wholesome saying that what is worth doing

at all is worth doing well. In the lowest forms of organized life of which man has knowledge (and no doubt serving an equally infinitesimal purpose in creation) the Almighty has set an example worthy our following. Every structure of insect and the mass display of infinite skill in every minute detail, however unimportant seemingly. Our profession (the penman's) is unfortunate in being burdened with quacks, (pardon the word, for I think it fits,) and, as in medicine, I think we are too apt to judge all by an experience it may be, with one or two. As well may we condemn a lecturer because he happens to know a person that prays long and loud on Sunday, but during the week cheats his neighbor and violates in every act of his life the Golden Rule. The fact is, penmanship is an absorbing art if one undertakes to become highly finished in all its branches. So much time is consumed in securing the necessary mechanical exactness that none is left for anything else, and hence, it too often happens that a diletant for improvement in other directions is created. Fifth: That writing has not much educating power or teaching force. Before answering this objection, I desire to say that I have my position (certainly do not wish to be understood as having any desire that it should rank with astronomy, geology, theology, or medicine. These are grave subjects that demand for their understanding a strong intellect, added to a lifetime of hard study and patient, persevering research. Even at the end of such a life one can but feel that one has fallen short of complete mastery. Hence, it would be silly to compare penmanship and astronomy. They are not comparable subjects. Writing is an elementary art, and as such is justly entitled to strong claim upon us. Any technical or scientific work of it, should be confined to primary and grammar schools. Beyond that, it is generalities. Therefore, I would not, if I could, give it any undue prominence, but would put it squarely on a level with arithmetic, grammar or geography would have teachers and pupils just as enthusiastic over it and serious about it, and would make it count just as fully in an examination for promotion from grade to grade. Now, what are the facts of the case? The superintendent, principal or teacher knows (if competent to perform the feat of introspection) that way down deep in his heart, is a resolve to promote his pupils upon the basis of their mastery over arithmetic, grammar, and penmanship. This being his motive, he will give color or want of color to all of his work. More, pupils are not idiots. Looking through the open windows of the teacher's daily course they read his design, and with true American practicality they place their work just where Oakes Ames did his Credit Morteux. "There is no such thing as a free lunch." For this they cannot be blamed. The fault lies with the teacher, or the teacher's official superior who has formed a wrong determination and vainly hopes to hide it. Whether writing has any educating power or teaching force depends on what education really is. If it is the infusing of certain faculties and a neglect of others, that is one thing; but if it means the symmetrical development of all to the end that one may have the largest practical use of his power, that is quite another. The latter view I believe to be the correct one. If true, then, what ever secures order, method, exactness, self-

control and a critical use of the eye are also-
lute and necessary aids or elements in the edu-
cation and training of the child. What other
common branch in our schools looks more di-
rectly to the cultivation of the quality is com-
monly taught? I don't think one can be mentioned.

Good penmanship is the embodiment of law
and order, of good taste, and is thoroughly
scientific as geometry, just as unscientific and
unmathematical as music. As to the strength
and power, I do not think to be any question.
It is almost axiomatic that our regular
teachers who obtain the finest result in writ-
ing succeed through well-in other branches.

A teacher having good success in arithmetic,
grammar, geography, does not always suc-
ceed in penmanship well. Make her an elegant pen-
man and teacher of the child and I will add
twenty-five per cent improvement in other
branches as the consequence. The fact is no
branch taught in our schools requires the ex-
ercise of more patience, skill and persevering
effort than the highest one as then writing.

Make a child pen-taking and careful
in all his written work, and he will be less
likely to make a mistake and blunder in other
things. The skillful teacher will seek at all
times to get the pupils into a thoroughly recep-
tive state before proceeding to instruct them.
Proper lessons in penmanship and greatly in-
crease the child's power of concentration, self-
control and self-reliance. The child who is
sleeping over in teaching children if it is not
that right conditions are wanting. At this
point, I think, is a vital question worthy of
most serious consideration. What those con-
ditions are, and the methods of securing them
are problems we must persistently seek to
solve. The mind must be in a receptive con-
dition and self-control is of prime importance.
The child's nervous system is like a bundle of
disconnected and flailing reins, and the work
of the teacher is not alone to stimulate a
control for knowledge, but also to regulate,
control and direct his manifestations so that
they are controlled to be advantageously the
better of himself. When the pre-linguistic
to this? Manifestly by advancing the order
of nature. The child is a conglomeration of
matter and mind, and strive to guide it as
we may, the law for the first fifteen or more
years of life is physical first and intellectual
second, the two always in harmonious rela-
tion. The physical, however, is pre-dominant.
In childhood and youth, the most active forces
are at work laying a strong foundation on
which the mind can rest in perfect security.

Wolster once said: "So long as a man re-
mains groggy he can grow," and I think this
truth can be applied very aptly to the educa-
tion of the child. When his daily ex-ercises
do not rest with him, but are a burden, they
enfeeble the man as an entirety. One should
enrich and dry up the life principle in early
years, by establishing a wrong relation be-
tween body and mind, and you make it for-
ever impossible to rise to the same level as
if the mind were not so over-axed. An instrument
out of tune cannot be brought into perfect har-
mony, though touched by an ang's hand.
Therefore, mental and physical out-
lets should be found in hand. That this was
the design of nature there can be no doubt,
and, in training the child, one of the first
things to be necessary is to combine phy-
sical and mental activity in some useful
work, such as making simple marks, printing
writing the drawing of rule-pen marks, light
gymnastics, etc. Why is this done, if not on
the principle that would pose a better se-
cure by the forces acting together than sepa-
rately. Neither must we forget that when we
teach the child to write, we are laying the
basis of all the five or more, is in a broad sense,
important as seeing, that it is through some
avenues we must reach the intelligence of
little children. If this view is correct, and I
think it is, the importance of the proper train-
ing of these organs is of first con-
sequence, and they who lead to a regular
formal lessons. Now let us see what part pen-
manship can have to play in this problem.

First, it cultivates nature, stimulates a dis-
order in one's work, by its contempt for disorder
and slovenliness, secures system and method,
stimulates self-respect and a noble pride in
accuracy, and they who lead to a regular
formal lessons. Michael Angelo once said to a friend,
"I collect that truth is no perfection, and per-
fection is no truth." Second, it improves one's
taste, makes the eye critical and discrimina-

ting, and increases the love for the beautiful
in art and nature. A great writer says: "All
art is nature better understood," and it is not
true even of writing? Third, it creates a cer-
tain discipline, since it requires the control of
both mind and body. One must think and
act at the same time, by forcing obedience of
arm, hand and fingers through the exercise
of his will. Hence, it assists greatly in se-
curing a regular condition of good instruction
in other branches. Fourth, it creates in the
ability to form letters distinctly that pen-
manship makes its strongest claim, but in the
fact that of a pupil is properly trained in the
art it helps, as few arts can, in fixing by con-
stant use in daily work, those habits that are
absolutely necessary to high and permanent
success in all the common walks of life.

Of the children in the schools of the larger cities
scarcely more than one per cent ever be-
yond the fifth year, and of the remaining nine-
ty-nine per cent one-half, at a rough estimate,
leave with no more schooling than is gotten
in the primaries. Therefore, something
must be done to bring the knowledge of arithmetic,
grammar, geography, spelling, etc., is necessary.
Through all must run a strong vein of
practicalness—the ability to execute as well
as to plan, and to methodize as well as to ac-
cumulate. We are too much inclined to give
in theory hand and deal too little fact, give
us facts in the morning that we never see
how. I aver it would be vastly better if no
child under twelve or fifteen years of age were
permitted to do anything hastily, or in such
a manner as to be conscious of slight or
neglect; that the habit of thoroughness is of
prime importance, not alone in a few things
like all, but in everything to the last. We must
remember that the first rule of arithmetic
is always half, and that of little to be
very little, and that of little to be very little.

Failure in business in one's profession
and in almost every direction are not lack of
brains so much as from lack of organizing
power, self-control, order, pains and the in-
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The answer to this question (in part at least),
may be found in the person that comes here
to be lawyers, while others are as strongly in-
clined toward theology, medicine, etc. Hence,
early in life, we are led to the neglect of
common things in our mistaken ambition to
reach eminence at a leap of genius, or by
some grand coup d'état, instead of by slower,
but more natural processes. If a boy is es-
pecially bright, and his parents are anxious
to push him forward in that branch at
the expense, many times, of other necessary
work. Right here I think we make a grave
and serious mistake in the education of the
young, viz.: In making the distinctions we
draw as to what is important and what is not,
and in the manner of presenting them. When
years are short should be made to cultivate
special talent for any one thing, but, on the
contrary, we should seek to equalize by
placing most stress on the weaker points, and
on the stronger strive only to guide or prop-
erly direct them. We should fix the idea in
the child's mind that perfectness is to be
best secured by a broad culture that takes
cognizance of the whole quite as well as
as a part that nothing permitted to be taught
in the schoolroom is, in the smallest degree,
unimportant whatever its seeming, that con-
science is an active quality that ought to find
expression in every act of life.

Once let the child feel that nothing or slight
in any work is allowable and where will it
not? too often in failure and bankruptcy.
Show us a boy that is sloped, indifferent
and slovenly in his writing, and in eight out
of every ten such cases you will find him the
last in any series of questions possible.
If this assertion seems a trifle strong, make
a fair bet searching him in your classes
from the A or B primary grades, and I will
stand or fall by the result. Go further, if
you will, take two classes from A primary
or B, grammar grades, one having had the
having had the best handwriting, except in writing,
another having had the least handwriting, in
other branches. Test them in spelling and
you will get proof plenty that good writing
helps spelling, and yet many professional

penmen are poor spellers—a paradox surely.
I deny, however, that a penman in any true
sense of the term is either the poor speller,
the poor calculator, or the poor writer. Many
men seem to think him. The difficulty lies
in the fact that they are entirely superficial
as penmen—they see nothing in good writing
beyond the simple form of a letter, and no
wonder such a one is held in low esteem.

I have used the expression properly taught,
rightly taught, and importantly taught, and
seem to know as little of true method in teach-
ing the art as a beetle does of Greek. When
it is made clear, as it can and will be, that
good penmanship means more than the
making of simple letters, I am sure a spirit
of fairness and candor will accord writing a
place in the curriculum of our common school
that it has never held hitherto. A few gen-
eral words in closing. I believe in education,
the broadest, highest and best, that every im-
proved method and appliance of the age can
and as in obtaining, whether in the primary,
grammar, high school or university.

I believe the public schools of America the
best in the world, and that no class of pro-
fessional men or women are more devoted to
their work, heart and soul, than our superin-
tendents, principals and teachers generally.
Neither do I mourn the departure of father
and mother, high school or university. I
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Forged Autographs

The London Times, having re-ferred to the
late Baron Haussmann by Mr. Lecky in a col-
lection of autograph letters, says:

"Important and highly interesting as the
collection undoubtedly is, it proved eventually
to have a peculiar interest for all collectors
and historians, in bringing to light
several letters which were known to have
been made many years ago in imitation of
the handwriting and the language employed by
the celebrated man whose autographs they
pretended to be. These very letters, which
had been long lost sight of, are among those
mentioned in the *Dictionnaire des Papes*.
Autographes de Louis XIV. Lecky, a French
border, and on reference to that work we
find that they formed part of a list sold about
1857 by a certain Letellier to Charon, the
dealer, as having been discovered in the cabi-
net of M. de Hozier, the great genealogist of
the time of Louis XIV. He afterwards ap-
peared at a sale in Paris in 1817, and was
then believed to be quite genuine and were
sold at high prices, the autograph letter of

Rabelais, the identical one in the present
list, then bringing £37. It was this letter
that, about the year 1817, led to the discovery
of the forgeries which had been practiced.
The purchaser had the curiosity to compare
it with the writing of Rabelais in the Uni-
versity registers of Montpellier, where he was
professor, and the result was unfavorable to
its authenticity. But more than this the
letter bore the date and place of Flourensac,
of the forgeries which had been practiced.
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was now sold for £1, each a letter being worth, if genuine at least £100. Another by the same hand pretended to be by the Duchesse d'Etamp, mistress of Francis and another was said to be of the great Talleyrand. A Shrewsbury killed at the battle of Poitiers. The letter was of a very high grade as this, however, was surpassed in the letter of Bayard, the famous Chevalier, complaining to the king Louis XIII of the robberies in the town of Vienne by the troops of the Emperor Charles V. of Germany, which sold for £15. This was also a forgery, but the artist, as we have known, was the *best* forgery of the artist who devoted his talents to this sort of work. That he was not alone in his craft was to be observed in the specimens of other masters, such as the letter of Charles IX. of France—1550-1570—and that of Charles V. of Germany—1550-1570, which were, of course, referring to a letter in cipher and directing him to burn it after having read it.

The Art of Letter Writing.

Recent editions in a clever English weekly endeavored to show that the art of letter writing has become altogether obsolete. If the writer meant that there are few or no persons now-a-days who write letters in the style of Cowper and Madame de Sevigne he was pretty nearly correct. Each of those individuals had the time to write voluminously and the motive for writing candidly. The same opportunities and stimulus do not now exist as frequently as they did in those days. Nevertheless the art of letter writing has not quite died out, and it never will, so long as people interested in each other are kept apart.

Lovers, for instance still write letters, and nowhere else in the world is such burning rhetoric to be found as in the epistles they interchange. Thank heaven, the era of letter-writing is not yet past, and most expressive of the fancy may still be said to be that in depicting the tender solicitude with which the estranges expressed in those intersecting lines must have been unravelled.

With what different emotions do we peruse the letters of the great men of the world. Here is one, for instance, compounded with an unmade light-heart-dress which takes for granted that all the world is gay, because the sender never felt a pang worth mentioning. Here is another, well-recolled, the objective description of a scene, which, as it over the whole lingers an atmosphere of carelessness self-enjoyment that leaves ultimistic considerations out of the question. It is just such a letter as men or women in love will write to each other, and in which all that what is to have a mighty else, are given to indulging. Yet it is worth receiving, because it is characterized by good temper and gladness, which are always in order, and if some of the letters are deep or touch up to the heights, it is a pleasure to read a cheerful note in language to court concurrence.

Very different is the almost impassioned and vigorous prose of writing, in every sentence of which eccentricity and a burning sincerity are displayed. It searches the intricacies of the meaning, it touches the heart, looks to the far-flung, sends brightness to the eye and a flush to the cheek and leaves the reader quivering with pleasure. Yet it is not too full of metaphors and similes (we will say) that leave a weary, well-laden mind. It is a cordial this, of which we are speaking, is a cordial, pleasurable, a momentary embrace. It is unmistakable emotion drawn through you like a consuming fire. The other lays you out on ice. These are specimens of two schools of correspondence, each interesting in its way. You cannot blame the north pole for not being the equator. You have no right to be angry with all frost splendour on a mountain side for that gleam that melts the crumbly blossoms that gleam in the cliffs below. — N. Y. *Trib.*
97111

As a match for a sentence of forty-three letters, recently published in this column, containing all the letters of the alphabet, the following of only thirty-three letters, which also fulfils the same condition, is given:—
 "J. Gray—Pack with my box five dozen quills".

The Writing Class.

BY J. W. PAYSON.

X.

The capital letters give clearness, strength, diversity, and artistic character to writing. They introduce broader movement, fuller curves, greater breadth of design, and more marked distribution of light and shade, than we find in the small letters. New principles are introduced into the architecture of the capitals, and hence their classification is different from that of the small letters. The straight lines are now mostly eliminated, and flowing curves take their place. The grove and beauty of writing are largely centered in the capitals. Artistic character is not the least desideratum in penmanship, although it is most of course justly preceded and value to a simple and legible style. However, these merits are not incompatible, but are happily blended in the best writing.

In the spoken signs of language we not only aim at clear and correct enunciation, but we cultivate taste and expression. The written signs of language demand equal consideration, and have the same æsthetic bearing. We could easily teach the child the mere disposition of the lines in the characteristic forms of the alphabet, and leave out altogether any ideas of symmetry and beauty. The letters can be made stiff and regular; they can be tripped up by many of their graceful lines, and so become signs of language. But we aim at something more than this. We do not only wish to give the pupil a clear and intelligible handwriting, but we also desire to make it pleasing to himself and to others. To accomplish this, we must create in his

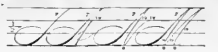
mind a good ideal of the letters. And this last requires cultivated effort on the part of the teacher.

THE LESSON.

"Well, children, we have gone through with all of the small letters, and we have now come to the grown-up letters, or capitals. I mean by this, that capitals are the largest letters we have in writing. Let us talk a little about the use of capitals before we learn how to make them. Now, if you will look at your reading books, you will see that every sentence begins with a capital; and that the words *I* and *Our* begin with capitals; and that some other words have capitals. How much more than to have all small letters in your books? How much easier it is to see where sentences begin. How much better the pages look to have some capitals sprinkled in among the smaller letters. How it would look to begin your name, or the name of the place where you live, with a small letter, for example, *my name, hudson,*—writing it on the board with all without capitals. "Which looks the better?" "The capital one," is heard on all sides.

"Would you like to know why these big letters are called capitals? It is because they stand at the head of every sentence, just as a Captain stands at the head of a company of soldiers. Now we expect a great deal of a Captain. He should be a capital soldier, or he is not fit to be a Captain. Just so we expect a great deal of these big letters. They should be made in a capital manner—that is, very good indeed, or they are not fit to be capital letters."

"If a man was going to build a house, he would want to make a framework first, and then he could finish it off just as he liked. Now, in making capitals, we want to have first a framework, and then we can build up each letter. I am now going to give you some letters that have the Capital Stem for a framework":



"Here we have the Capital Stem and the Capital X , and Y , and Z . See how nearly these three letters are like the same initials. All of the script letters, both small and capital, come from the *italic* ones; but the script letters have a *long curve* at the top, and the graceful curves take the place of nearly all the straight lines which you see so often in the *italics*. I want you to look sharp at the Capital Stem. It is only a long curve and an oval. But these, together, make one of the most beautiful forms that we have in writing. I want you to know that the Capital Stem has a small oval rest on its right side. I wish you to cut off this oval flush of the Capital Stem, at the base line, so that we can study the long curve. Tell me if it is the same curve all the way down? Some say that it is curved at the top, but it will change it a little, so that you may tell better than I can. Little does the curve? What do you say now? Is it the right or left curve?" "Right by eyes can see both curves." "Right by hand these curves unite to make a single line." "I now draw a horizontal line through the centre of the Capital Stem, and you say the upper one?" "The left curve." "The lower one?" "The right curve." "You see that the curves meet at the centre of the stem. This beautiful curve, made of two opposite curves, is often called the 'Line of Beauty.' It comes from two ovals, 'writing one beside the other.' I have drawn the Capital Stem, the second, I then trace the upper left curve, and the second oval, continuously with the lower



light curve, the first oval, to point out the Line of Beauty. The children are eagerly watching me. Do you see this Line of Beauty? "Oh, yes, yes!" "Let us rub out those ovals which we do not care to use, so that the line will stand out alone. Now we have it clear. We call this the Capital Stem, in writing. To please the eye still more, we swing on the base-stem this upward curve, which completes the base-oval. See what a broad turn you have to give the oval, and the left curve comes right on top. The base-oval is just half as high as the stem, and is longer than it is wide, or it would not be an oval. All these are all light in the Capital Stem. Keep the line straight—that has which begins and ends lightly, but is heavier at the centre. The pen must move smoothly to make a good shade."

Trifles

"Oh, that's only a trifle," we say, when recommended for some little extravagance, forgetting that the very trifles accumulate and assume gigantic proportions. The coral insects build in the night, the mighty monument, whose base rests on the bottom below the surface of the sea, which its pinnacle pierces, yet it is built only of trifle. The drops of water which wear by their attrition a basin in the rock, are only trifles, yet every one has its weight. Let us look at a little expenditure of every day, which we slightly trim and see what they aggregate a year. Our fare, for instance, to a business man who rides to and fro from his business, is only six cents for each time, that is, only

four cents a day, or \$7 20 a month, or \$86 40 a year, a sum that more than suffices to pay the rent and clothe hundreds of families in this city. Cigars, to an ordinary smoker, run far into the hundreds, as do other petty vices. And it is just these little leaks, these trifles that undermine a man's income, not the larger expenses, for these he can calculate.

late and provide for; but it is the penny here, the dime there that does the mischief. "Take care of the cents and the dollars will take care of themselves," is one of the truest of maxims, and at the same time one that mankind generally fails to comprehend. The sooner we awake to a full appreciation of the truth the sooner will we find our credit established upon a firmer and more solid basis.

—*Baltimore Every Saturday.*

Humor of Newspapers

The American journalist possesses a fund of dry humor which he knows well how to apply. He is famous for insulting by implication; few understand the art better. A California editor, invested in a mule, and the fact was chronicled under the heading, "Remarkable Instance of Self-possession." Said one Milwaukee editor of another, "He is one of the few journalists who can put anything in his mouth without fear of stealing anything;" and when a Western editor wrote, "We cannot tell a lie; it was cold yesterday," his rival quoted his remark, with the addition, "The latter statement is incontrovertible; but the former?" Said an Idaho journal-

"The war has been not again for the last few days. The only relief we could get was to lie down on the Herald and cover ourselves with the *Bulletin*—there is a great coolness between them." This kind of coolness often brings about some amusing interchange of letters. Mr. Michigan yesterday sent me a paper that a certain editor had seven times in his mind to "lead," denouncing the statement as unwarranted, and its author as devoid of truth and a second to hunt. The editor of the *Chicago Tribune* had been wished it to be understood that the newspapers were upon one front, and the victim of the sell was thoroughly laughed at. "We are living at this moment under a despotism," His opponent kindly explained:—"Our contemporary means to say he has recently got into the habit of reading the *Chicago Tribune*—his ancestors had been in the habit of living a hundred years. To which another responds:—"That must have been before the introduction of capital punishment." The proprietor of a Western journal announced his intention of spending \$50 on a new editorial staff, and the *Chicago Tribune* replied:—"We have a rival sheet: 'better keep the money and buy a new bird for the editor.'" It was indeed a good deal of *Pepper's Circular*.

The speed of a railway train must depend very much upon questions of grade, condition of track, &c.

The swiftest railroad trains are run in England, according to the German government report, a speed of fifty miles an hour being common between London and Dover, London and York, and London and Hastings. Trains go at forty two miles an hour on one of the Belgian lines. The fastest in France and Germany do not often exceed forty, and in other European countries thirty is the maximum.

Some of the railroad riding on our near-by roads is very fast. The Pennsylvania runs some of its express trains from New York to Philadelphia about ninety miles in less than two hours, and there is also fast running on the Board Brook route. A rapid rate of speed is much more expensive than a moderate rate because it involves such a heavy wear and tear of machinery, tracks, &c., and much more fuel.

A young lady graduate in a neighboring county read an essay entitled "Employment of Time." Her composition was based on the text, "Time wasted is existence, used is life." The next day she purchased eight canvases of a phyr of different shades and commenced working a sky blue dog, with sea green eyes, with a pink tail, on a piece of yellow canvas. She expects to have it done by next Christmas — *Not done Herald.*

Any one might reasonably suppose that half a dozen kinds of steel pens would suffice for the reasonable wants of a community. The public, however, are as fastidious in their requirements in writing as in anything else; and to satisfy the different tastes the Esterbrook Steel Pen Company provides over one hundred and fifty different styles.

Moral Instruction in Schools

"The School Board of Birmingham, Eng., has at last settled its scheme for imparting moral instruction in the public schools. This scheme provides that teachers shall give two lessons a week of half an hour each, the subjects including obedience to parents, honesty, truthfulness, mode of life, temperance, courage, kindness, perseverance, fidelity, thrift, government of temper, courtesy, unselfishness, and kindred moral duties. The lessons are to be of a conversational character, and enforced by illustrations drawn from daily life. An effort was made in the board to amend the scheme so that the teachers might use if they chose illustrations from the Bible. This effort, however failed by nine votes to four, our member, Mr. Dale, probably expressing in his short speech the opinions of the majority. He believed that the ends would promote the moral health and vigor of the children, and that ultimately religious faith itself would be benefited by it. The manner in which morals were commonly taught, when morals were associated with religious instruction, had rather emasculated and enfeebled moral life, by the exclusive appeal that had been made to the highest religious motives in order to enforce ordinary moral duties. He was prepared to maintain that there was a clear moral distinction between teaching morals and teaching religion. There were many men who recognized the obligation of honesty and truthfulness and of temperance who rejected Divine revelation. He admitted that an appeal to revelation added tremendous sanction to the ordinary moral duties, but he argued that neither morality nor religion was a gainer from such an appeal to religious motives. He desired his child to have a generous love of goodness, not merely because God had commanded it, but because it was good."

The force or Mr. Dale's opinion will be apparent to every unprejudiced thinking mind.

curiosities. These works present, as it were, a wonderful mirror of the progress made in this important art from a point several hundred years back up to the present time. Although many of these old works are very attractive and highly artistic, yet when compared with the more modern publications, they are very crude.

Pen Art, Plain and Decorative.

BY JOEL B. BARLOW.

The period in which we are permitted to have our being, is preciously an age of progress distinguished above all others by its extent and thoroughness. As the dark shades and mists of the night are dispelled by the rays of the morning light, so does the effluence of a high civilization, like a tidal wave roll over the earth, penetrating its darkest recesses and lifting the impenetrable veil from the nations hitherto enveloped in the gloom of ignorance and superstition, revealing to their wondering and delighted eyes the mysteries and beauties of the sciences and the arts.

It would seem that a few decades of this material and soul-quenching age might have produced a change in the condition of things, as great as that from the feudal times of Europe to consolidated nationalities.

It has melted down the barriers between the nations which kept them enmeshed in hostile armor ready to invade or repel invasion, and cherishing as their highest ideal of honor and glory success on the bloody field of Mars.

Now the nations are mingling and com-

ing and the arts. Not only individuals, but societies, trades and professions should act with an *esprit du corps* for such a grand result.

To this movement for an elevation and improvement when the world is proportion to the enlightenment of its understanding is beginning to acknowledge and appreciate the potency of the pen, can any one, pretending to be a command of this noble instrument be indifferent to the fact that in proportion to his force and influence, he is honoring or degrading his profession and his country? The *Art of Writing* of such almost universal use and necessity that, like the air we breathe, we are liable to fail in appreciating its importance.

As one of the most important of the industrial arts, the art of writing can be wonderfully improved and made worthy of honorable distinction.

As the Goddess of Wisdom, according to Grecian mythology, was conceived by and delivered from the brain of the Mighty Iove; so can a new era in practical writing be said to have had its birth and origin from the brain and hand of the gifted Spencer. The vitality imparted to it by his energy and perseverance has been greatly increased by the associated action of commercial colleges, until it has become a power in the land. It would be a divergence from the purpose of this article to dwell on the history of plain writing, or justice would require us to give the prominent names of those who have helped the movement by their energy and skill.

In unity there is strength. It is only by

Writing Lesson.

BY F. P. KELLEY.



In this lesson we give all the *extended letters*, not with the expectation that the average pupil will be immediately able to reproduce them with facility, but that, as they are in many respects similar, a knowledge of their forms and proportions may be easily acquired.

The prominent feature of this class of letters is the fourth principle or *extended loop*, which was given in the second lesson, and which will now be more fully described.

The *extended loop* is formed by a base line with a right curve ascending three spaces and joining by a short turn to a descending left curve which crosses the first curve at head line, from which it proceeds in a straight line to base. Width of loop, one-half space.

The letter *l* is formed by uniting, with lower turn, an extended loop to a right curve, from which it proceeds in a straight line to base. Width of loop, one-half space.

The letter *b* is formed by uniting the first two lines of *l* to the last two of *e*. Width, from loop, crossing to dot, same as widest part of loop.

The letter *h* is formed by uniting the extended loop and the last three lines of *a*. Width between straight lines one space.

The letter *k* is formed by uniting the extended loop to a left curve gradually diverging from it for one space, then more rapidly approaching a horizontal position, and continuing one-fourth space above head line, and thence one space to right of downward stroke of loop, then returning with right curve and uniting at head line with straight line continued on main stem, to base line and uniting with lower turn to unit terminating right curve. Width between straight lines, one-half space, between downward stroke of loop and right extremity of following left curve, one space.

The four letters just given, rest upon the base line, and the direct *extended loop* is their characteristic. The remaining letters extend two spaces below, and the extended loop, although preserving its proportions, is inverted and reversed.

The inverted loop commences one space above the base line; proceeds in a straight line on main stem to base line, from which it continues a right curve two spaces, and is united by short turn to left curve, crossing downward stroke at base line, and terminating at head line, one space from beginning.

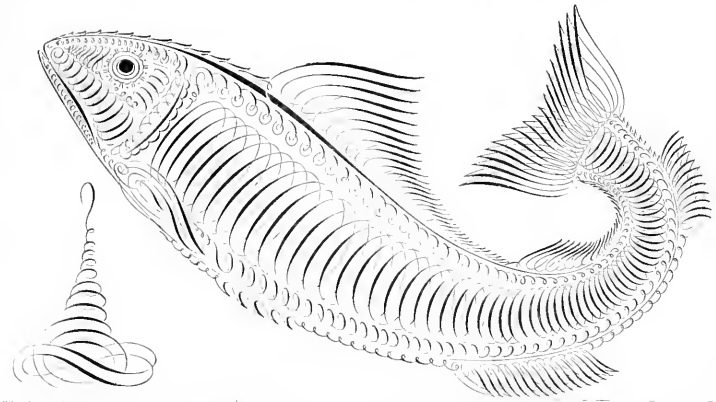
The letter *j* is formed by uniting, angularly, the first line of *a* to the inverted loop. Dot same as *i*.

The letter *g* is the *h* inverted and reversed. It extends from head line to two spaces below base line.

The letter *z* is formed by uniting the initial line and oval of *a* to the inverted loop. Width, from point of contact of oval with base line, to crossing of loop at base line, one space.

The letter *c* is formed by the first two lines of a united angularly to a turn similar to that at top of letter, extending about one tenth space above base line, and one-fourth space to right, and merging into a right curve extending downward two spaces, and uniting by short turn to left curve terminating at head line, one space from first turn of letter. The loop is a modification of the inverted loop, the straight line being omitted and the degree of curvature being about the same on either side.

The letter *f* is formed by the extended loop, continued by slight left curve two spaces below base line, where it is joined by short turn to a right curve which in its upper portion gradually



The day is fast passing when moral instruction, although I with creeds, church dogmas, based upon doubtful revelation, whose primary incentives to goodness, is to secure reward or avoid punishment in another world, can be made to take so general and vital a hold upon the masses as to produce, truthful, just, humane, patriotic, frugal and truly good men and women. The payment is too uncertain and remote to induce the unwilling laborer to do faithful work.

What is wanted in our schools, is a system of moral instruction entirely eliminated from doubtful and often odious creeds, dogmas, and theology, that shall be planted upon a basis so broad and liberal as to reach every class, race, and condition appealing directly to reason, justice and the innate sense of right, whose chief incentive to goodness, as Mr. Dale says, shall be for its own sake, and whose examples, as well as rewards and punishments shall be found in every-day life.

Most of our readers are doubtless aware that Prof. A. S. Manson, of Boston, has for several years past devoted much time and money to the collection of specimens of ancient and modern publications of penmanship. During a recent visit to Boston through the courtesy of Prof. Manson we had the pleasure of examining this collection. It is probably the most extensive of the kind in the world, consisting of several hundred of printed and manuscript volumes, some dating back hundreds of years, and are perfect

mingling together not only communally, but socially and almost fraternally. Their annals are now lifted from the brutal days of destruction and conquest, to the Godlike work of creation and consoling as life spectacles of internal and international improvements. After numerous grand conventions to exhibit and compare their progress in the sciences and the arts, how noble the sight to see them converge together to discuss such projects as the marriage of the wild waters of the Atlantic and the Pacific. What a gala time would such a wedding be! How glorious a panorama are we permitted to witness! Life seems worth cherishing if for nothing more than to be an idle spectator of such a progress towards turning this earth once more into a terrestrial paradise. But can we be content with faintly beholding such spectacles? Will not life be much fuller of sweetness and pleasure if we join the army of workers and strive to make our little mark if we cannot make a *blatant* on the grand historic page?

Life is no better than death without sensation. And our sensations will be thrillingly joyous in proportion to the character and extent of our various enjoyments. Our true pleasure is whatever life of duty, use or beauty we may labor. Individuals should consider it not only their own interest and pleasure, but a patriotic and religious duty to add the force of their mind and body to the general movement for national honor and supremacy on the bloodless battle field of industry, science

organized or associated effort that the art can be elevated to a plane entailing it to command a higher appreciation and a more liberal patronage. Though the claim of writing to public estimation has been mostly based upon its utility, it may be made to attract and delight by its beauty as an ornamental art, according to the skill, taste and dexterity displayed in its embellishment.

Although writing, as a decorative art, has made great progress within a few years past, it is ready for much greater improvement by the application of a higher degree of artistic culture.

Prominent among the influences that have contrived to elevate the standard of public taste, and to create a demand for greater artistic skill, there is reason to believe much credit is due to the *PENMAN'S ART JOURNAL*. The improvement in decorative penmanship has been hitherto mostly in the direction of ornamental lettering with appropriate decorative flourishings. The field for the employment of the pen in decorative and illustrative art is already large and rapidly extending. It is necessarily in constant and extensive use for the various photo processes in all branches of decorative and illustrative art.

It has avoided the doctored of the graver and almost driven it from the field, vastly economizing time, labor and expense in reproducing the work of the artist or penman, thus opening an almost insatiable field for the trop artistic penman, and offering to the ambitious student the highest incentives of honor and profit.

At this place, I must apologise for doing very little work for the *JOURNAL* during the past year, but you know it is not because of a want of interest in its welfare. In all my ten years' experience in New York there has not been a year in which I have worked so hard, attended to business so closely, and had so much to attend to as during the past year. You know how late and far between my visits to my country, and this is the cause of it, — and from the time I was just a few days before leaving the city — just a few days — where — I had kept myself — And so it has been from all my friends, perhaps not in such emphatic language, but certainly in a tone of deep inquiry for my welfare, and for which I feel very grateful, and return them my hearty thanks, now that I have come from this trip. Some-body has said to me, "I have seen you in the papers, and have seen in appeals for help, and so understand the job myself, and when school closed on June 27th I was already packed, and just twenty-four hours saw me crossing the noble St. Lawrence at Morrisdown, Brookville, which has directly opposed, was my part of destination. It is a handsome town, lying at the foot of the Thousand Islands, and just a few miles from the noble Saginaw Bay. It was made after general Brock. There are many stores in every line of business, and some good hotels. — There are some villa residences along the river's bank that are simply magnificent. There is a fine market-building and a just office combined, and a splendid course of cut stone. — There are also several large machine-shops, foundries and manufacturing business. The wealth of the town is in the hands of a few retired consulars and old people, else it might be made the most popular resort in this part of the country for summer tourists. It is just eighteen hours from New York by rail, and is in direct line of all the travel from Montreal, Ottawa, St.-Johnsburg, Alameda Bay, Cape Vincent, and so on. The great lakes by rail and boat. Everything is so good, and so easy to be had here, and at cheap rates, too — excellent hunting, fishing, excursions, camping, good society, &c. Yet this town, with all its natural wealth and convenient location is to-day comparatively dormant simply for

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Penmanship in the Public Schools.

BY GEORGE H. SHATTUCK

TRACING. The fact that a child in its first efforts in writing with pen and ink must grasp many difficulties at the same time renders the first steps slow and warlike to both teacher and pupil. Position of body, look and pen, together with the use of pen and ink, and the shape of the letter are difficulties presented simultaneously to the child.

If it were possible to divide this array of difficulties, present fewer things concentrate on them until in a measure they were mastered, and then present others, teaching writing to pleasure would be a somewhat easier as well as pleasant work.

It has been a study of penmen and teachers for many years how to divide and concentrate, and to this extent has there been an agreement among them, that the tracing over a

copy printed in blue or some other color with a pen and black ink is the best plan yet devised for that purpose. That the full intent and purpose of tracing is not fully understood, many conversations with teachers have convinced me.

To explain its uses as an auxiliary in the child's first efforts in writing is my intention in this paper. The idea is not that the going over a perfectly formed copy with pen and ink any number of times so educates the muscles to the true form that they will perfectly reproduce it when the tracing is removed; were this the object and end I should place but very little stress upon it. I claim for it much more important and valuable uses.

It relieves the mind of the child of all thought of the shape of the letter and allows the teacher to insist on the careful use of pen and ink and better methods of pen-holding. It teaches position of the book because the pupil must so place it that the movements of the pen will conform to the slope of the tracing copy. It teaches movement because the child must carry the pen over the entire space covered by the copy, which they will not do without it.

At the same time attention is being given to position, pen holding and movement, the pen is carried through the perfect forms of the letters, and so far as the muscular action is concerned all the movements are made that are required to make a perfect letter, and as the copies are of the simplest character the tracing can and ought to be placed in a grade lower than the one where writing (without tracing) has usually been commenced, and pen and ink writing over traced copies can be successfully commenced (as is the case of Rockwell and many other places) as early as the child's second year in school.

Beyond the first book, and that all tracing, its uses are quite so general in their character, and yet in any school or any number of schools that have had little or no systematic tracing I know of no better drill from oldest to youngest than writing through a tracing booklet one made up of alternate lines of writing and tracing. In the first of this general use, a book part tracing and part without can be used for pupils entering a grade above where writing is commenced in a school and having the same copies as the other members of the class, with this difference that part of their copies traced they can keep along with the class and receive the same instruction while gaining in some measure the advantages of the tracing that they might to have had in a lower grade.

Occasionally other scholars who have failed to get the particular "twist of the wrist" needed to make a well formed letter by writing, report these correctly formed with pen and ink will where they incline to have the true form, and their mature judgment will teach them how to correct their writing when the tracing model is removed. I do not believe in tracing for older pupils to the extent advocated by some teachers, viz "that alternate lines should be traced with a copy, and pupils write only the lines not traced so as to always have a perfect model before them." Thereafter that after the uses of the tracing already indicated the pupil's own errors form an important factor in their improvement, as by a comparison of the perfect model and their departure from it, and a mind directed to these errors, and then their effect on improvement are applied at the proper points.

In starting a young class in tracing, great care should be taken to see that they understand exactly where to begin. First place the copy upon the black board, explain all its peculiarities of line, slope, shape, beginning and ending; ask all to place their pens upon the copy where they are to commence and trace over it with a dry pen (ly count), and see that all write on the same copy at the same time. Absentees, on their return, should write the same copy as the other members of the class, leaving the blank pages to be filled at other times or after the books have been written through by these in regular attendance.

No matter how slowly you work, so long as you do well what you undertake.

In this connection and as part of the good to be derived from tracing, insist on pupils carrying the hand lightly upon the paper. It is one of the habitually acquired if the instruction is commenced early, and the advantages derived from the acquisition will be apparent in all their after writing.

I have written at length about tracing because the information is not contained in any of the treatises on teaching writing, and although in successful use in many of our best schools, there are yet many teachers who have given the matter no consideration, and who ignore it with no investigation or knowledge of its real merits or advantages. — School Bulletin.

Five Scrap Books.

It is a fact which we think no artist-penman will deny, that the writing which suits them best, for grace, accuracy and beauty, is the result of study and extreme care in its execution. Were penmen to do only such work as they would present a far more attractive appearance than at present, as it is we rarely find any penman's best work in the average scrap book. Some hastily written letter or quickly dashed flourish sent in return for ten cents, or a 3 cent stamp, is most generally seen in the average book. In fact we know of penmen whose scrap books contain specimens of their work that are placed there only because they happen to look badly, while beside them is placed some elaborate or casual piece by the owner of the book, which will far outshine the other, and so produce an unjust comparison of ability. We know that a rule penmen are not disposed to overlook any fault in another's work, hastily written letters or flourishes are assumed to be their best work, as penmen are severely criticised. We do not suppose Daniel Webster would have made one of his powerful speeches were some one to have offered him ten cents for a specimen of his ability, nor should any one expect any artist penman to exhibit a hundredth part of his ability when asked to return an equivalent, for even ten dollars. When one has seen the photos and works of Messrs. Fleischer, Somer, Spencer and Wicks, these four or five hundred dollars' worth of work, then a fair estimate of their ability can be formed. We will remember here ordinary was our opinion of Kibbe and Wieschahn till we saw their best work. For before that we had judged by hastily written scraps which had found their way into other scrap books. Not wishing to be

judged by small slips of writing or flourishing, some penmen do not care to send out replies to requests for specimens, but could an opportunity be afforded whereby penmen could compare their ability with that of the best in the profession, it would take a world of concert out of many who fancy themselves near the top of the hill, when in reality they are nearer the bottom. Williams' specimens which were displayed years ago throughout the various Bryant and Stratton Colleges did much to inspire the craft, and show them how far he had climbed above them. We believe that were the penmen of the country to fill five large scrap books one to be on exhibition in Boston, New York, Cleveland, Chicago, and San Francisco—each penman might by photos and other work enable their brethren to see and fairly judge of their merits. We believe the penmen of New England would gladly come to Boston to see such a book, and we can hardly conceive of anything which would raise penmanship and penmen in the estimation of their fellows, in each of the sections where a look was located, more than this. What do you say?

A. H. H.

College Circulars, Catalogues, &c., have been received from French's Business College, Boston, Mass.; Gem City, (Quincy, Ill.) Business College; Hall's San Francisco (Cal.) Business College; Baylies' Commercial College, Dubuque, Iowa; Pierce's Union Business College, Philadelphia, Pa.; Soule's B. & S. Business College, Philadelphia, Pa.; Clark's Pottsville, Pa. Business College; Goodman's B. & S. Business College, Nashv. Tenn.; Hubbard's B. & C. Commercial School, Boston, Mass.; Jacksonville (Ill.) Business College; New Jersey Business College, Newark, N. J.; Becker's Business College, Rockford, Ill.; Folson's B. & S. Business College, Albany, N. Y.; Bryant's B. & S. College, Chicago, Ill.; The Eastman Business College, Poughkeepsie, N. Y.; Packard's B. & S. College, New York; The North Western Business College, Madison, Wis.

Hints on Making Specimens.

Not one specimen in twenty received at the office of the JOURNAL, so executed as to admit of reproduction by the photo-engraving process, and of those that have appeared in the JOURNAL, a large number have been returned once or twice with suggestions to the authors to be re-executed. The principal fault is in the bad quality of ink used, another, the manner of executing the work, it being generally executed on too small a scale, and over done, with a multitude of useless scratchy lines.

A German priest in Styria lately lost his life from a wound caused by a steel pen. He had a careless habit of leaving his pens in the inkstand with the points sticking upward, and he inadvertently struck with the palm of his hand the point of a pen that was sticking upward. The hand was only slightly wounded, but the next day he fell seriously ill, and the doctor declared it a case of blood poisoning. On the third day the hand and arm were terribly swollen as high up as the shoulder &c. after suffering great pains through eight weeks he died.



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D. T. AMER, Editor and Proprietor.

205 Broadway, New York.

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2 ".....	15.00	35.00	60.00	100.00
3 ".....	20.00	45.00	80.00	130.00
4 ".....	25.00	55.00	95.00	160.00
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8 ".....	45.00	95.00	155.00	280.00

Advertisements for one and three months, payable in advance, each at five months and one year, payable quarterly in advance. No deviation from the above rates. Reading matter, 20 cents per line.

LIBERAL INDUCEMENTS.

We hope to make the JOURNAL so interesting and attractive to the penman or teacher who sees it can without either subscription or a good write, but we want them to more than see that, but we desire their active cooperation as correspondents and agents, we therefore offer the following

PRIMUMS.

To every new subscriber on renewal, until further notice, we will send a copy of the Lord's Prayer, 1914.

To any person sending their own and another name as subscribers, including \$2, we will mail to the JOURNAL one year, and forward by return of mail to the sender, a copy of either of the following books, each of which have among the finest specimens of penmanship ever published, viz.:

- The Continental Picture of Progress..... 2012, in 12 parts.
- The Lord's Prayer..... 1914, " "
- The Marriage Certificate..... 1912, " "
- The Marriage Certificate..... 1912, " "
- A Specimen Sheet of Engraving..... 1914, " "
- The Continental Picture of Progress..... 1914, " "

Or, to three names and \$2 we will forward the large Continental Picture, size 25x40 inches, retail for \$3.00.

For seven names and \$5 we will forward a copy of Williams & Pickard's Guide, retail for \$2.00.

For twelve subscribers and \$12, we will send a copy of Ames' Compendium of Ornamental Penmanship, 1st price \$5. The same bound in gilt will be sent for \$10.00.

For twelve names and \$12, we will forward a copy of Williams & Pickard's Guide of Penmanship, retail for \$2.00.

All communications designed for THE PENMAN'S ART JOURNAL, should be addressed to the office of the publisher, 205 Broadway, New York.

The JOURNAL will be issued as nearly as possible on the first of each month. Matter designed for insertion must be received on or before the twentieth. Remittances should be by postal-note order or by express letter. Money inclosed in letter is not sent at our risk.

PENMAN'S ART JOURNAL.

205 Broadway, New York.

Give your name and address very distinctly.

NEW YORK, SEPTEMBER, 1919.

The Present Issue of the Journal.

It is with no ordinary degree of satisfaction that we offer to our readers the present number of the PENMAN'S ART JOURNAL. It is now less than two years since we assumed the responsibility of its publication, not without doubt on our part, and apparently a much greater doubt on the part of its patrons regarding its permanency and success. The first issue was a large number, when we sought to mail them, to so many persons whom we thought promising for becoming patrons and subscribers, of the present number we print upwards of twenty thousand copies, and now have upon our subscription list the names of nearly every writing teacher known in America. And while, as we know, are not our subscribers limited to teachers of writing, but embrace those in other departments of education as well as their pupils, also admirers of, and adepts in, penmanship, and what is equally promising, many parents and children, as well as their sons and daughters, as subscribers to the JOURNAL, thus stimulating a desire, encouraging and aiding them to become accomplished writers, were the full power of the JOURNAL in this respect properly understood and appreciated by teachers and patrons alike. It is also with pride that we note the character and standing of the persons who have thus sought the columns of the JOURNAL.

to give publicity to their business, among these are our truly representative and successful teachers, authors, publishers and business managers, men who are accustomed to discriminate justly and wisely in selecting their mediums for advertising. This practical demonstration of their confidence and esteem assures us of a reliable and vigorous support for the JOURNAL which not only reaffirms its permanence but encourages its publishers to renewed efforts to render it more and more worthy of the patronage and interest of all our brother penmen, but of every aspirant for, and lover of good writing.

Why You Should Subscribe for the Journal.

We take the liberty of mailing a very large present issue of persons who are not only interested in the subject but have ordinary letter writing, invite their special inspection and a consistent subscription to our not abundantly pay them to subscribe for the JOURNAL.

To the teacher of writing and practical education it will be an invaluable aid not only from its many practical and useful hints in regard to teaching his specialty, but for the vast fund of information teaching his profession and his co-workers in it. To the student striving to attain to proficiency and skill in any department of the art of penmanship, it will be a most valuable example and teacher.

To the school officer, who has in charge the great public interest in this most important and best-neglected art and science, the JOURNAL will be a valuable suggestion and assistant in the intelligent performance of his duty.

To the parent having sons and daughters whom they would have become accomplished writers, it will be a most reliable and economical assistant. It will not only tend to awaken an interest and love for good writing, but powerfully aid in its attainment.

To the lover of the beautiful in art, it will be a continual feast of fine examples and of the rarest and best thoughts upon that subject.

To everybody, for everybody, save idiots and imbeciles, write, and what they do they should have an interest to do well; the JOURNAL, as the advocate and representative of good writing, will always be found interesting and useful.

Indeed, who can subscribe for the JOURNAL and read it one year and not get one dollar's worth of information, to say nothing of the beautiful premium, worth a dollar, which accompanies the first number of every paper sent to a subscriber. Please read our premium list, and if you prefer cash premiums, send for our special rates to agents, but don't forget one thing of vital importance, to give, and of course a trifle to add, and that is to subscribe for the JOURNAL.

A Commendable Example.

During a period of less than three months Prof G. A. Gaskell, principal of Gaskell's Bryant and Stratton Business College, Manchester, N. H., has sent the names of one hundred and thirty subscribers to the JOURNAL, which is by far the largest number by any party during any equal period since its publication.

In this respect Prof. Gaskell only evinces the same energy and success which is characterizing him in all his business efforts. Besides conducting a very successful business college, he has published a very creditable compendium of practical penmanship, which is at this time having a larger sale than any other work upon that subject in the world. Were each of our Business College graduates during the entire year to succeed in sending one subscriber, Mr. Gaskell has in the space of two months, they would alone, (being over two hundred of them) help us to 25,900 new subscribers during the coming year, and at the same

time do more through the influence of the JOURNAL among their patrons for the upbuilding of business colleges and promoting business penmanship than by any other means they can employ. As the Official Organ of the Business College Teachers and Penmen's Association, it should be made by its members a power for the dissemination of thoughts and ideas pertaining to all matters of interest to the branches of the industry in which they are engaged. We must mind that they cannot help the JOURNAL to a valuable thought or a subscriber, without doing something for their profession and themselves. We therefore appeal to every one to help themselves, we think they can safely trust us to look after our share, and the same liberal return for their money.

The Convention.

On the sixth and subsequent pages of the JOURNAL will be found as full a report of the proceedings of our Convention as our condensed space will admit. We have been able to give more than an outline of the proceedings, which, throughout the entire session of the Convention were exceedingly interesting and practical; indeed, we have never had the good fortune to be present in any educational gathering in which more practical, more united, earnest and enthusiastic spirit or one in which more solid useful work was accomplished. The board of officers and executive committee all did their work admirably, omitting nothing, and doing all that could be done to insure the complete success of the Convention.

Their successors in office are equally able, and will undoubtedly be equal to the task of rendering the Convention of 1920 in every way equal to its predecessors, which will certainly be ample to abundantly reward every teacher of writing, or in any department of business education for being present.

Variety in Pens.

One would naturally suppose that a variety of a dozen or so of pens nicely graded as regards fineness and flexibility would suffice to meet all the varied tastes and requirements of a writing community; but such does not seem to be the fact.

During a recent visit to the office of the Esteban Stock Steel Pen Factory, at 26 John Street, this city, we manifested some interest in the extent and variety of pens there exhibited, when we were informed that they manufactured no less than two hundred and fifty different styles of pens, for each of which there was an extensive and special demand.

We were, however, not more surprised at the variety than by the enormous quantities of pens which they manufactured. Their works, which are located at Camden, N. J., are the most extensive in America. Pens of their manufacture have attained to a great popularity, and are to be found in almost every stationery store on the continent.

The Complete Accountant.

We were by no means the above entitled work by O. M. Powers and G. L. Howe, principals of the Metropolitan Business College, Chicago, Ill. It is an 8mo. vol., containing 346 pages, of which 64 are devoted to Preliminary Exercises and Retail Business, 98 pages to Wholesale Merchandising, 100 pages to Bank Accounts, 20 pages to Land and Accounts, 18 pages to Manufacturing, 12 pages to Stenography, 12 pages to Reckoning, 29 pages to Commission, 53 pages to Banking, the remaining part of the work to miscellaneous subjects.

So far as we can judge from a brief inspection of the work, it appears to be a practical work, and well adapted as a text book in all schools where double and single entry book-keeping is taught.

Back Numbers of the Journal.

can be sent from and inclusive of September, 1877, twenty numbers in all, which, with the Lord's Prayer premium, will be sent for \$1.50.

A Good Record.

There is probably no Business College in the country that can point to more really skillful penmen among its graduates during the past few years than the Bryant & Stratton College of Philadelphia, Pa., which is in charge of J. E. Soule, assisted by H. W. Flickinger and two other skillful penmen. Messrs. Soule and Flickinger have for several years been a member of the penmanship, in which both have attained to enviable prominence both as pen artists and teachers. About one year since they united their efforts to establish, in connection with the college, a normal department for penmanship which has passed through successful success, and has now all parts of the country have been in attendance and have all been delighted with, and most have become accomplished writers under, the skillful instruction they have received. The facilities for a practical and complete business education are also among the very best, taken in consideration the cost. If any, other business colleges in the country offering equal facilities or that deserves more fully the liberal patronage it is enjoying. Young men desiring to qualify themselves as teachers of penmanship or as professional pen artists can certainly find no equal facilities for doing so, elsewhere.

Specimen Copies of the Journal.

Thus far, since the publication of THE JOURNAL, it has been our habit to mail specimen copies to all applications for postal cards, of course free, and we did not realize the extent to which we were being imposed upon, until recently we caused an alphabetical list to be made of all such applications, when to our surprise we found six cards requesting specimen copies from one individual, five each from seven, four from others, while those who had applied two and three times were very numerous. For the benefit of these liberal and earnest friends, who have thus so liberally patronized us, and to enable them to save their postal cards in the future, we would state that we now have conveniently arranged the names of all who have been supplied with specimen copies free, and that their cards will not in future be considered a good and valid consideration for THE JOURNAL and postage, but will only contribute to swell the contents of our well-filled trash basket. Save your penny by sending a dime.

Display Case.

We wish to remind teachers and managers of schools and colleges that they can display their JOURNAL in all manner of display cases for circulars, catalogues, &c., &c., upon relief plates, which can be used the same way, mounting upon a common printing press, also by photo lithography, diplomas, testimonials, college currency, circular letters, &c., &c. Specimens presented on application. If they desire to have reproduced either by photo-engraving upon relief plates or upon stone by photo lithography, are requested to procure our estimates before giving orders elsewhere.

The Child's Book of Language.

Is the title of a new series of books recently brought out by D. Appleton & Co. The series consists of four numbers, twenty pages each, arranged with pictorial subjects at the top of each page, with the lower half blank for the reception of a child's writing, by tracing the penmanship to the picture and symbols given at the top of the page. The series seem admirably adapted to interest and aid the child in its first and early efforts at composition, we certainly commend them to the attention of all teachers of primary schools.

Antiochographies.

We wish to remind the members of the Business College Teachers' and Penmen's Association of the request made by us, at the late convention, that each one note down the name to be placed on file at the office of the JOURNAL, we also extend the same invitation to all professional penmen, such sketches would often be valuable in our references to members of our profession.

The National Banking System.

We often wonder if our Greenback friends who are so severe in their denunciation of the National Bank ever pause to consider upon the favorable side to the public, of those institutions. Although we so far agree with the Greenbacker as to believe that all the currency of the country, whether metallic or paper, should be issued by the National Government, yet when we contrast the convenience and ease of the present system with that of the old State and individual banks in vogue before the rebellion, we are certainly thankful for the change.

For the redemption of the notes issued under the old system, there was no certainty of security beyond the integrity or ability of the parties who issued them. They were ready for money, at best, only within the limits of the local reputations of the parties by whom issued. Whenever a note was offered in payment it was scrutinized—its genuineness; its date, the place and date of its issue; its solvency. All these settled satisfactorily, then the holder still wanting a guarantee that the solvency would continue until the note should pass, for its face value, from the hands of the receiver. Frequently great inconvenience and enormous losses were sustained by the holders of the notes, from the failure of those irresponsible and unlimited banks when the notes they had issued were at a heavy discount or entirely worthless; often large issues of notes were made, with a deliberate plan and intention of a failure, in the way of which there was no legal hindrance.

How is it with our present system? No bank at present can legally issue a note until it has deposited in the United States Treasury, Government bonds sufficient to secure the payment of the entire amount of their intended circulation, as a pledge and security for its redemption. When the full amount of insured bills are delivered by the United States Treasury to the bank, to be signed and issued as money. The plates and paper, which are patented by the Government from which the notes are printed, are sold to and controlled by the United States Government. The entire amount issued beyond the power of the banks to use as any individual, in fact were they to have plates made, print and issue notes in imitation of their own, they would, like any individual, be liable to arrest and conviction as counterfeiters.

Under this system only one question need be asked by the receiver of any note, viz. Is it genuine? Whether issued in Maine or California by this bank or that, is without significance, the holder is certain, if it is genuine, that there can be no contingency of its becoming, after destruction of the National currency, after destruction of the National credit that will cause him loss or inconvenience in its passage. Were the note issued directly by the Government, it could have no stronger pledge for its payment in full, nor so strong, for now there is added to the full faith of the government that of the bankers who sign and issue it as money.

DAYTON, OHIO, Aug. 6, 1879.

Editor *Pennsylvania*, Art Journal.

DEAR SIR: I beg pardon for bringing up the Problem in Book keeping which appeared in your July number, but the solution as given in the August number is susceptible of little improvement, as explained by Mr. Geo. R. Rathbun it is absolutely correct.

The question does not require any of the Ledger Accounts to be closed. It simply asks for one Journal Entry. What the business is worth at the time of sale does not figure at all in the Journal entry required, but the proprietors' account does, and that is not given; hence gives a question only half solved. His account may have a credit of \$40,000 at the time of sale, or it may have no credit at all, may even have a debit.

The sole proprietor, John Smith, bought one-half of Mr. Rathbun's net investment and one-half the accumulated gains or losses to that date for \$20,000. The gains or losses will be shown in the representative accounts, and since one-half the gains or losses are purchased by the new proprietor and he will be entitled to one-half that may accrue after his purchase, no entry should be made in the

Journal to cover the gains or losses at the time of purchase. The Journal entry, as accepted, reads,

Geo. R. Rathbun, Dr., \$10,000

To John Smith, Cr., \$10,000

I imagine S. S. Packard, J. C. Bryant, or E. G. Folsom, eminent and well-known authors, would look askance at that answer if I presented to them, and say, "Tut, tut, boy! That could only be correct case the Ledger was closed before the Journal entry should be made. Mr. R.'s net investment was just \$20,000."

Let us imagine, for instance, that Mr. R. had invested \$20,000, but had no credit of that amount on the books, at the time of sale his account being represented by the Ledger title Stock. The Journal entry should be,

Stock, Dr., \$20,000,

To R., Cr., \$25,000,

If Mr. R.'s credit in the Ledger was under his own name the Journal entry should be,

R., Dr., \$25,000,

To S. Cr., \$25,000,

Suppose, again, that Mr. R. had no credit of only \$10,000. The Journal entry should be,

R., Dr., \$2,000,

To S., Cr., \$2,000,

Again, let us imagine, if you please, that Mr. R. had withdrawn exactly as much as he invested. No Journal entry would be required, as Mr. S. purchased one-half the accumulated gains, and no more, and they will find their way to his account when the Ledger is closed.

Finally, let us suppose that the Debit side of Mr. R.'s account was \$2,000 larger than the Credit side at the time of sale. The Journal entry should then be,

S. Dr., \$1,000,

To R. Cr., \$1,000,

The Journal entry should be such as will equally divide the balance of Stock account between the partners.

According to the reasoning of Mr. Rathbun it would make no difference how much the original proprietor invested—provided he was worth \$20,000 at the time of sale. The Journal entry would be just the same in either case. I have no objection to your being correct. My student sent a correct Journal entry to the question, as follows: "Dr. Stock, the old proprietor, for example to cancel that account. Credit the old proprietor for one-half and the new proprietor for the other half of that amount." As the amount of Mr. R.'s investment was not given, no amount could be given in the Journal entry.

The student submitted his entry to me, and I forwarded it, certifying that it was correct. If Mr. Rathbun means me by the "business college professor behind a student" I now come to the front and in all modesty affirm that the student is right and Mr. Rathbun is wrong. Very Respectfully,

B. R. LITTLEBROW.

Liar

In the heat of wrath, or the bitterness of love and pain, one might be excused for exaggeration or misstatement. But in the coolness of one's strength to sit and lie wilfully, without a provocation or apparent temptation, and beyond all reasonable right to pardon. Such a person never ought to be pardoned or trusted, he is a liar past redemption, and ought to be considered so. He ought to be made to know that he is scorned by all decent people. He is a liar.

Through and through he is a liar. He ought to be made known to all people under the sun. If honest people only had the will to do it. One cannot do it alone, but honest people joined in brotherhood might. They ought to do it. Every lie ought to be branded as a lie. Every liar ought to be branded as a liar. If this could be done, even a liar would break the truth from him and be partially developed, and some who are but partially developed as liars, might learn to be honest from principle, if truth became popular and shame were blackened according to its merits. It is because the liar has a smooth tongue that people listen to his lies respectfully and publish them, and that the voice of honesty is sometimes unpalatable that the voice of honesty becomes a dread in the land. People who learn to lie, get to lie so well that they deceive even their own individuality with their lies,

and mistake their hypocrisy for the soul of truth. They are so used to the crime of perjury that it becomes as natural as their breath, and their breath is therefore but the speech of lies, and his are but the breath of their existence. They are filled with lies. They lie to their own souls and swear to lies. And they have such a beautiful method about it, if only they had the integrity. I can understand them but a particular interest to feel that they speak the truth if they were honest enough, but they are liars, and they view all things from the liar's standpoint. They have charity in plenty for larger liars than themselves, but there is always something wrong which they can see about truth.

One would think that they are not struck dead with lies in their mouths to feel that they are liars. It is one of the mysteries and miracles of Providence that they are not. What they live for is beyond all human finding out. Possibly they live solely as a standing proof of God's mercy. Possibly they live to torture the wisdom of heaven and patience into the commonness of honest people who are not a lie, and spawn a liar more. If there were no liars we should have no lies. The lie must be conceived and go through the pre-natal development before it is born and becomes a living, walking, never-dying lie. The germs of it must be sated upon and receive their nurturing from the honest people who are liars, before they take their living form to sham mankind forever. The passion of falsity like any other lust, grows and strengthens till it becomes a raging hell whose fury earth and heaven cannot quench without the co-operation of the human will. The more lies are begotten, the more the appetite for more lies grows, till the strife which honest people are compelled to wage against lies is like the strife against the never-to-be exterminated tribes of vermin, except the sturdy fighting his requires eternal vigilance, undying courage, and the mustered hosts of all the combined moral forces. Every lie needs the prompt foot of honest scorn upon it. Every liar needs to be shamed by undisguised contempt from all good people. Every liar deserves the cold shoulder, for laughing leads to deceit, jealousy, spite and maliciousness lead also to a vicious perversion of the truth. What we want is candor and honesty, not lies, and to modesty to lead the van of action.

There are ways of disposing of meddlers, only to people of tact, and they are to be cultivated and commended. But let us shape our lives by the square and compass of truth. Let us never let us be so foolish, study to get truth, fight for truth. Let us be patient, let us have courage, let us failer not. Let us have honor call aloud to us: the pure of all the past doth cheer us on. God is on the side of truth and hath marshaled us to battle. We must fight. Inactivity becomes a lie. Silence is oftentimes a worst kind of a lie. Against the bows of liars the hosts of truth must stand. The name of truth in bold, brave letters should shine on every pure soul's banner of ambition. For truth, with truth forever and forever. Let this be our ideal. This is the noblest, the highest, the grandest of all ideals.

MADGE MAPLE.

Packer's Business College.

We are pleased to learn that this institution has opened with a considerably increased attendance this fall. We are pleased because we know from personal observation of the school, all its thorough course of practical business training that an educational institution in the land is more deserving of success, or is conducted with a more vigilant and conscientious regard for the interests of its patrons. Indeed, were the sterling merit of this institution known and appreciated, all its thoroughness and purity, its spacious and well furnished buildings, its accommodations of its would-be patrons.

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Proceedings at the Convention.

The second annual convention of the "Business College Teachers' and Examiners' Association" convened in the halls of the Spencerian Business College, Cleveland, Ohio, on Tuesday, August 5, and adjourned to order at 9 A. M., at which time the large hall of the college was well filled with members and visitors.

The proceedings were opened by the President, S. S. Packard of New York.

MR. PACKARD'S ADDRESS:

GENTLEMEN OF THE CONVENTION: The admirable programme of exercises submitted by you, at the August 5th convention, has been very satisfactory to me to speak as to the character of the work which has before us. Whether it shall be found profitable or not to carry out this programme to the letter, certain it is that there is little danger of getting out of material during the four days that have been set apart for our deliberations, and whatever estimate we may place upon the work of the committee, we must render them cordial praise for the judiciousness of their selection, and the careful manner of their selection, and the comprehensiveness of their schedule. One thing must be apparent, that the committee have been very successful in their selection, there will be no time to waste, and the discussions will need to be brief and pointed. The committee have been very successful in their selection, there will be no time to waste, and the discussions will need to be brief and pointed. The committee have been very successful in their selection, there will be no time to waste, and the discussions will need to be brief and pointed.

Unquestionably, it is necessary that we should insist upon confining the discussion of each subject to the time allotted, which is a very essential thing, and that no injustice may be done to those who have consented to stand sponsor for topics, or to others who may be interested therein, it will be necessary to observe the utmost practicality in opening and closing. The experience of all who have ever participated in educational conventions, has shown that in the work of our chief difficulty lies in this direction. It is a difficulty, however, that may be easily overcome, and it is a difficulty that we must not let to the measure of half hours. We need only to set ourselves that reasonable observance, and to the end of the convention, we hold up to our students as clearly among the noblest virtues. And in view of the ultimate results, the time, expense, and trouble incurred, it will be well at the outset to accept the limitations, and enforce the requirements of the convention.

The main thought with each one of us should be to get the largest amount of permanent benefit from the convention, and to let this end be to our first care to place ourselves in harmony with our work. In a meeting of this kind, it is not enough that the privilege of the convention are thrown upon equally to all, and it will not do to say that if all do not enjoy them equally the fault is their own. Certain members, in view of long service and favorable acquaintance, together with the greater facility of speech and better knowledge of procedure, have quite the advantage of certain other members who are newcomers. It is our duty to consider this fact, and by a little thoughtfulness and courtesy to reduce any such inequality to the level of equality. We must learn to measure each other and place ourselves on a common footing of mutual relationship, the only way we can approach the end the true purpose of our assembling, have to suggest, therefore, that at the earliest moment practical steps be taken to promote the most general and the most favorable acquaintance, that as far as possible we may begin our work on an even footing.

The committee have wisely ruled that the fact that this is a meeting of working teachers in the arrangement of the topics and exercises have shown that the field to be occupied. It is one of the merits of this schedule that no marked prominence is given to any one branch of the subject; so that whatever distinction any topic may hold must depend upon its inherent merits, or upon the ability of its advocates, or upon both. It, therefore, becomes those who have a particular interest in any subject to see that they are not overlooked from any failure to show it at the convention. And should rarely not occur in a convention of specialists—rarely when the speakers are, as in some cases, specialists, but leaders, as in the case of the face of our own children. This is a feature of our convention which should secure to it a lasting place in our history.

Another not less important feature exists in the diverse interests embraced—a feature which is fully recognized in the title of our

Friendliness and unity of action on the part of proprietors and teachers of business colleges, regarding their curriculum of study, management, and every thing touching the object and interest, will do much to enlarge their capabilities for usefulness, and to command the respect, esteem and patronage of the intelligent public: they should look hands, and proceed as friends. For the cultivation of this spirit of friendship and unity, some annual gatherings as they will serve grand and noble purpose, and immeasurably enhance the capabilities and probabilities of the success of business education.

ADDRESS OF BANKERS.

George W. Elliott of Chicago, gave an interesting address on banking. Much valuable instruction was conferred by the speaker with reference to the practical operations of this branch of business. He reviewed in a terse and clear manner the usual transactions which occurred in business, beginning with simple deposits and withdrawals of money, and leading up to the more difficult branches.

At 5 P. M. Frank Goodman of Nashville, read a paper on "Furnishing and Teachers' Institutions." He said in his address to bring this matter before them by the belief that it was of great importance, and that as a rule too little attention was given to it. The plans of instruction were not uniform, and he would like to see some committee formed to

move that Jennie D. P. Case, teacher of writing and drawing, in the public school of Mansfield, Q. Mrs. M. A. Goodman, teacher of writing in the public schools of Parkersburg, Va., and Miss R. H. Smith, teacher, of Geneva, Q., be admitted to membership in the association without payment of fees, which was carried.

CIVIL GOVERNMENT.

The first subject on the programme was "Civil government as a subject to be studied by business college students," by R. C. Spencer, of Milwaukee. The speaker said that in many half civilized countries the people had no vote in their government it was a matter of indifference to the inhabitants how it was conducted, or if they were not indifferent they had no power to remedy the evils which oppressed them. In this free country it is different, and every man and woman ought to be familiar with the constitution of their governing bodies. He recommended all of them to read the works of that great Englishman, John Stuart Mill, especially his "Consideration on Representative Government" and "Liberty."

Mr. Spencer then dwelt at some length on the Constitutions of the States and politics in public schools. At the close of the address the speaker was accorded a warm round of applause, and on motion of the Hon. Ira Mayhew it was decided to have it printed after Mr. Spencer had reduced it to writing.

T. A. Spencer then gave a session on

ORNAMENTAL PENMANSHIP.

He introduced the subject by saying that until within quite a recent period what had

of the convention, in the course of which he said that he had been charged by "one of the leading papers of Cleveland with showing paper" because his opening address was not published so fully in its columns as others. The he wished most emphatically to deny the association without payment of fees, which was carried.

THE NEW PRESIDENT'S ADDRESS.

GENTLEMEN OF THE BUSINESS COLLEGE TEACHERS' AND BUSINESS ASSOCIATION. In assuming the duties of presiding officer to which you have elected me I desire to thank you for the honor you have conferred upon me, and to assure you that I will work earnestly and with whatever ability I possess, to promote the interests of our association and to secure the objects we have in view in meeting each other in convention. The business college is a modern convenience to the educational structure in this country. Duff established a mercantile college in Pittsburg, Pa., in 1840. Crittenden opened a commercial college in Philadelphia in 1844. Later on there became identified with this department of education, Bryant, Packard, the Spencers, Mayhew, Folsom and the rest of us. Not the number of them in the United States is about 125, and their standing is that of respectability and respect for the cause of learning. And the teachers and principals exhibit a commendable spirit of fraternity and mutual respect for each other in the meetings of the association. The business college is a recognized institution for technical education. The kind quality, and uses of the education imparted by it are well understood, and the classes of the community using the same are

thing in an unimpaired manner; and is so necessary to an intelligent industry and application for the advantage of ignorance, adence and inattention; therefore

It is gratifying that this association congratulates itself that so many of its members have discontinued the sale of life-insurances; and that the continued existence of such relationships is pernicious to the student, unprofessional to the Faculty, and degrading to the

And made a motion that that resolution be reconsidered, which was advocated with great earnestness. It was carried, and a resolution was beyond the province of the convention, as it interferes in an unwarranted manner, with the business of the convention. The following members, who from local causes deemed it their interest to continue to issue unlimited scholarships, were: J. E. Folsom, H. C. Spence, and W. D. T. Ames. Several competitors had quoted the resolution in their circulars, as having the authority of the convention in such a manner as to cast upon those who, for what appeared to them as good reasons, continued to issue such scholarships. After some rather spirited debate, ground on, the motion to reconsider was carried, on the ground that the average sentiment of the convention was in favor of the resolution. A motion was then made and carried that a committee of three be appointed to consider the subject of the limitation of the number of life-scholarships to be given at the next annual convention. The following gentlemen were appointed: W. H. Duff, C. Claghorn, L. S. Sprague.

K. Bryan, of Columbus, O., then offered the following resolution, regarding the legal methods now in use for converting interest upon notes of partial payment which was carried.

WHEREAS, What is known in our jurisprudence as the legal rule for computing interest on a promissory note on which payment has been made is such as to operate as a hardship on the borrower, has a tendency to delay payment, rendered hazardous the risk of the lender and unduly burdensome to the borrower. Resolved, That therefore, this convention appoint a committee of three to investigate the subject and report on the next annual meeting of a more equitable rule that shall induce the borrower to pay promptly and render less hazardous the risk of the lender and justice to both parties and distribute of business property.

Committee appointed: K. B. Bryan, A. D. Will and W. H. Sprague. The report of the Committee on Days of Grace which had been previously returned, was then referred to the following resolution: Resolved, That we are hereby authorized to act as they thought best within the spirit of the resolution during the interim before, and report the same to the next annual convention. The resolution was then introduced by E. G. Folsom, of Albany, N. Y., to change the

NAME OF THE ASSOCIATION. From the "Business College Teachers' and Businessmen's Association" to that of the "Business Teachers' Association," which was referred to the following committee: E. G. Folsom, Ira Mayhew, H. C. Wright. PLAN OF TEACHERS' PENMANSHIP AT TEACHERS'

Mr. Frank Goodman, of Nashville, introduced the following resolution, which was unanimously adopted.

Resolved, That a committee of three be appointed to present to this association a plan of instruction in writing best adapted to teach our students, also to report some plan by which the members of this association who are willing to assist these institutions may be recommended to the State of New York, Education of the States wherein the members reside, and that the State Superintendents may not only be recommended to the State of meeting of the institute, and thereby bring about a co-operation between the schools of English instruction and representation of this association.

Committee appointed: Frank Goodman, H. C. Spence and D. T. Ames.

THE FOLLOWING RESOLUTION.

The following resolution offered by J. E. Soble of Phila. was unanimously adopted.

Resolved, That we hereby pledge ourselves individually and collectively to use our best endeavors to promote the interests of THE BUSINESS COLLEGE.

Resolved, That its publisher and editor, Mr. D. T. Ames, will confer a favor upon us by inserting in his next issue a list of our names and means by which we can best supplement and encourage his efforts.

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Resolved, That we hereby pledge ourselves individually and collectively to use our best endeavors to promote the interests of THE BUSINESS COLLEGE.

THE NEW YORK PHOTO-ENGRAVING COMPANY
58 WEST 37th STREET, N.Y.C.
BANKING TO COMMENCE AT 7 O'CLOCK P.M.
DAILY FROM 9 A.M. TO 5 P.M.

AT THE TERRACE GARDEN
58 WEST 37th STREET, N.Y.C.
BANKING TO COMMENCE AT 7 O'CLOCK P.M.
DAILY FROM 9 A.M. TO 5 P.M.

THE NEW YORK PHOTO-ENGRAVING COMPANY
58 WEST 37th STREET, N.Y.C.
BANKING TO COMMENCE AT 7 O'CLOCK P.M.
DAILY FROM 9 A.M. TO 5 P.M.

The above cut is copyrighted by the New York Photo-Engraving Company, No. 67 Park Place, New York, from pen and ink drawing executed by D. T. Ames, and is published in the JOURNAL to represent the practical application of pen and ink to the printing of all commercial matter, such as business cards, letter heads, full heads, certificates of membership and stock, cards and tickets of invitation, etc., over the old methods of engraving both in steel and time required. Estimates made, and orders for all kinds of pen and ink work, and all photographic work, will be promptly executed at the lowest prices. Display cuts for schools and colleges a specialty.

Various only cuts are presented to the student in an applied form largely enhancing their value. To acquire the best methods of teaching the business branches, and to direct action taken by the convention at its previous annual session, regarding the plan of selling life-scholarships, which was embodied in the following resolution:

With your hearty co-operation, I feel that I can add to promise you these desirable objects of interest in securing these desirable objects. Testing that the kind spirit and intelligent devotion which my predecessors have found in the members of this association, I am confident that you, I firmly hope to secure a pleasant, profitable and agreeable meeting of the members in the walks of business education at Chicago next year.

THE MORAL ELEMENT.

and good sense of the community at large than on any special legislation.

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NEW YORK, SEPTEMBER, 1879.

VOL. III. NO. 9.

D. T. Aiken, Editor and Proprietor.
R. F. KELLEY, Associate Editor.

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"PENMAN'S ART JOURNAL,"
(D. T. Aiken, Editor)

The Present Issue of the Journal.

It is with an unalloyed degree of satisfaction that we offer to our readers the present number of the *Journal of Penmanship*. It is now but little more than two years since we assumed the responsibility of its publication, not without doubt on our part, and apparently a much greater doubt on the part of its patrons regarding its permanency and success. The first issue numbered five hundred copies, which seemed a large number, when we sought to mail them, to as many persons whom we thought promising for becoming patrons and subscribers, of the present number we print upwards of *twenty thousand copies*, and now have more than one hundred copies of the number of nearly every writing teacher of repute in America, and many in foreign lands, nor are our subscribers limited to teachers of writing, but embrace those in other departments of education as well as their pupils, also admirers of, and adepts in,

fine penmanship; and what is equally promising, many parents are handing us the names of their sons and daughters, as subscribers to the *JOURNAL*, thus stimulating a desire, encouraging and aiding them to become accomplished writers; To enable us to meet the demands of our respect properly understood and appreciated by teachers and parents, as we have hoped it will be—at least 100,000 copies would monthly and their way into the homes where it would be a powerful promoter of graceful and accomplished writing. To enable us to meet the demands of our patrons for advertising space, we have been compelled to print four extra pages.

It is also with pride that we note the character and standing of the persons who have thus sought the columns of the *Journal*, to give publicity to their business, among them are our truly representative and successful teachers, authors, publishers and business managers, men who are accustomed to discriminate justly and wisely in selecting their mediums for advertising. This practical demonstration of their confidence and esteem assures us of a reliable and vigorous support for the *JOURNAL*, which not only realigns its permanency but encourages its publishers to renewed effort, to render it more and more worthy of the esteem and patronage, not only of all our brother penmen, but of every aspirant for, and lover of good writing.

A Commendable Example.

During a period of less than three months Prof. H. A. Gaskell, principal of Gaskell's Bryant and Stratton Business College, Manchester, N. H., has sent the number of one hundred and twenty-nine subscribers to the *JOURNAL*, which is by far the largest number sent by any party during any equal period since its publication.

In this respect Prof. Gaskell only evinces the same energy and success, which is characterizing him in all his business efforts. Besides conducting a very successful Business College, he has published a very creditable compendium of practical penmanship, which is at this time having a larger sale than any other work upon that subject in the world. We extend to the Business College friends during the entire year to succeed in sending as many subscribers as Mr. Gaskell has in the space of two months; they would alone, (being over two hundred of them) help us to 25,000 new subscribers during the coming year, and at the same time do more through the influence of the *JOURNAL*, among their patrons for the up-building of business colleges and popularizing business education, than by any other means they can employ. As the Official Organ of the Business College Teachers and Penmen's Association, it should be made by its members a power for the dissemination of the rights and ideas pertaining to all the branches in which they are interested, and they should each bear in mind that they cannot help the *JOURNAL*, to a valuable thought or a subscriber, without doing something for their profession and themselves. We therefore appeal to every one to help themselves, that they can safely trust us to look after our share, and at the same time give the readers of the *JOURNAL* a liberal return for their money.

Why You Should Subscribe for the Journal.

We take the liberty of making a very large present issue of persons who, but who to believe have ordinary interest in the subject of writing, invite their use of the *JOURNAL* as to not abundantly pay them to subscribe for the same.

To the teacher of writing and practical education it will be an invaluable aid not only from its many practical and useful hints in regard to teaching his specialty, but for the vast fund of information touching his profession and his co-workers in it.

To the student striving to attain to proficiency and skill in any department of the art of penmanship, it will be a most valuable example and teacher.

To the school officer, who has in charge the great public interest in this most important and worst-neglected branch of education, the *JOURNAL* will be a valuable suggestion and assistant in the intelligent performance of his duty.

To the parent having sons and daughters whom they would have become accomplished writers, it will be a most reliable and economical assistant. It will not only tend to awaken an interest and love for good writing, but powerfully aid in its attainment.

To the lover of the beautiful in the art, it will be a continual feast of fine examples, and of the rarest and best thoughts upon that subject.

To everybody, for everybody, save idiots and moroses, write, and what they do should have an interest to do well, the *JOURNAL*, as the advocate and representative of good writing, will always be found interesting and useful.

Indeed, who can subscribe for the *JOURNAL* and read it one year and not get one dollar's worth of information, to say nothing of the beautiful premium, worth a dollar, which accompanies the first number of every page of the *JOURNAL*. Send us your premium list, and if you prefer cash premiums, send for our special rates to agents, but don't forget one thing of *what importance to you*, and of course a trifle to us, and that is to *subscribe for the JOURNAL*.

The Child's Book of Language

is the title of a new series of books recently brought out by D. Appleton & Co. The series consists of four numbers, twenty pages each, arranged with pictorial subjects at the top of each page, with the lower half blank for the reception of a story to be written by the child pertaining to the picture and synopsis given at the top of the page. The series seems admirably adapted to interest and aid the child in his first and early efforts at composition, we cordially commend them to the attention of all teachers of primary schools.

"The two greatest inventions of the human mind are writing and money, the common language of intelligence and the common language of self-interest."—*Mirabeau*.

The Convention.

On the sixth and subsequent pages of the *JOURNAL* will be found as full a report of the proceedings of the late Convention as our limited space will admit. We have been able to give to more than an outline of the proceedings, which, throughout the entire session of the Convention were exceedingly interesting and practical; indeed, we have never had the good fortune to be present in any educational gathering in which there prevailed a more united, earnest and enthusiastic spirit or one in which more solid useful work was accomplished. The board of officers and executive committee all did their work admirably, confiding nothing, and doing all that could be done to insure the complete success of the Convention.

Their successors in office are equally able, and will undoubtedly be equal to the task of rendering the Convention of 1880 in every way equal to its predecessors, which will certainly be ample to abundantly reward every teacher of writing or in any department of business education for being present.

Variety in Pens.

One would naturally suppose that a variety of a dozen or so of pens nicely graded as regards fineness and flexibility would suffice to meet all the varied tastes and requirements of a writing community; but such does not seem to be the fact.

During a recent visit to the office of the Esterbrook Steel Pen Factory, at 26 John Street, this city, we manifested some surprise at the extent and variety of pens there exhibited, when we were informed that they manufactured no less than *two hundred and fifty* different styles of pens, far each of which there was an extensive and special demand.

We were, however, no more surprised at the variety than by the enormous quantities of pens which they manufactured. Their works, which are located at Camden, N. J., are the most extensive in America. Pens of their manufacture have attained to a great popularity, and are to be found in almost every stationery store on the continent.

The Complete Accountant.

We have before us the above entitled work by O. M. Powers and G. L. Howe, principals of the Metropolitan Business College, Chicago, Ill.; it is an *8mo.* vol., containing 348 pages, of which 64 are devoted to Preliminary Exercises, and Retail Business, 98 pages to Wholesale Merchandising, 12 pages to Farm Accounts, 20 pages to Lumber Accounts, 18 pages to Manufacturing, 13 pages to Steamboating, 12 pages to Railroading, 20 pages to Commission, 55 pages to Banking, the remaining part of the work is miscellaneous subjects.

So far as we have made from a brief inspection of the work, it appears to be a practical work, and well adapted as a text book in all schools where double and single entry book-keeping is taught.

Back Numbers of the Journal

can be sent from and inclusive of September, 1877, *excepting* none in all, which, with the Lord's Prayer premium, will be sent for \$1.50.

PRACTICAL VS. CLASSICAL EDUCATION

The origin of the Bryant and Stratton Chain of Business Colleges—the general utility of Practical Knowledge versus a Classical or Superficial Education.

BY A. W. TALBOTT,

(Of the Albany Business College, written for the
Cleveland Peasmen's Convention.)

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Published Monthly at \$1.00 per Year.

D. T. AMEN, Editor and Proprietor,
208 Broadway, New York.

Single copies of JOURNAL sent on receipt of ten cents. Specimen copies furnished to Agents free.

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LIBERAL INDUCEMENTS.

We hope to make the JOURNAL an interesting and attractive find to no person or teacher who sees it, without either his subscription or a good word; but we want them to do more even than that, we desire their active co-operation as correspondents and agents, we therefore offer the following

PREMIUMS.

To every new subscriber, or renewal, until further notice, we will send a copy of the *Letter's Prayer*, 1864.

To any person sending their own and another name as subscribers, including \$2, we will send to each the JOURNAL for one year, and forward by return of mail to the sender, a copy of either of the following publications, each of which are among the finest specimens of penmanship ever published, viz.:

The *Oratorical Pearls of Progress*, 1867, in 12 parts.
The *Lord's Prayer*, 1867, in 12 parts.
The *Marriage Certificate*, 1867, in 12 parts.
The *Pen's Best Friend*, 1867, in 12 parts.
The *Practical and Pictorial Penmanship*, 1867, in 12 parts.
The *Practical and Pictorial Penmanship*, 1867, in 12 parts.
The *Practical and Pictorial Penmanship*, 1867, in 12 parts.

For three names and \$3 we will forward the large *Centennial Picture*, six 28x40 inches, retail for \$2.

For seven names and \$7 we will forward a copy of *Williams & Lockard's Guide*, retail for \$4.00.

For twelve subscribers and \$12, we will send a copy of *Ames' Compendium of Penmanship*, price 15c. The same bound in art gilt will be sent for modern subscribers and \$18, price \$7.50.

For twelve names and \$12, we will forward a copy of *Williams & Lockard's Guide of Penmanship*, retail for \$5.

All communications designed for THE PENMAN'S ART JOURNAL, should be addressed to the office of publication, 208 Broadway, New York.

The JOURNAL will be sent as early as possible on the first of each month. Matter designed for insertion must be received on or before the twentieth. Remittance should be by post office order or by registered letter. Money inclosed in letter is not sent at our risk. Address

PENMAN'S ART JOURNAL,

208 Broadway, New York.

Give your name and address very distinctly.

NEW YORK, SEPTEMBER, 1870

A Successful Commercial School

Among the many highly prosperous business Colleges in the country, we know of none more so than the Bryant and Stratton Commercial School, conducted by H. E. Hibbard in Boston, Mass., nor do we know of any whose prosperity is better deserved. It commands an enviable place among the educational institutions of a locality that is justly celebrated in that respect. During a recent visit to Boston we enjoyed the privilege of inspecting all of the several departments of this institution, illustrated with great fidelity on this and the following page, it will be seen by the illustration that all the arrangements of the School are admirable. The building is an elegant structure, rebuilt since the great fire, provided with all modern improvements, and arranged in its creation especially for the convenience and accommodation of Mr. Hibbard's school.

In the management of his school, from the first, Mr. Hibbard has exhibited great energy, skill and a rare fitness for his place in the head of, at present, the leading Commercial School of the world.

No pains or expense has been spared to provide representative teachers in each of the several departments, while teachers and pupils have alike been held to a most rigid performance of their whole duty. In this will be found more than any other one thing the secret of the remarkable success of this school, and it is a feature worthy of emulation by all other educational institutions. The course of instruction is comprehensive and thorough. That Boston believes in Mr. Hibbard's School, she demonstrates by her liberal patronage, and what Boston believes in may generally be taken to be correct.

THE BRYANT & STRATTON COMMERCIAL SCHOOL,

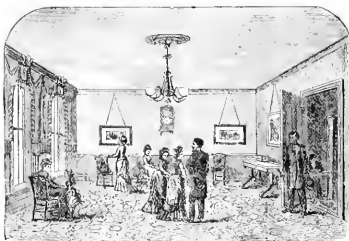
BOSTON, MASS.

Now well known as the largest and most successful school of its kind in America, affords thoroughly practical training for business pursuits. None but the most experienced and accomplished teachers are employed. Young men desiring to make a special study of **PENMANSHIP**, will find in this school the best known and most successful teachers of the art in the country.

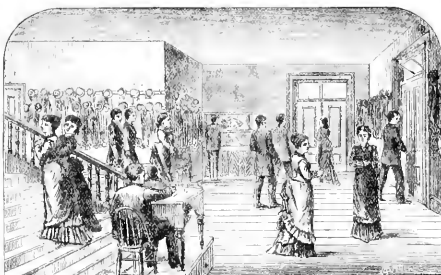
For full particulars, address, mentioning this paper, the Principal.

H. E. HIBBARD, 608 Washington St., Boston, Mass.

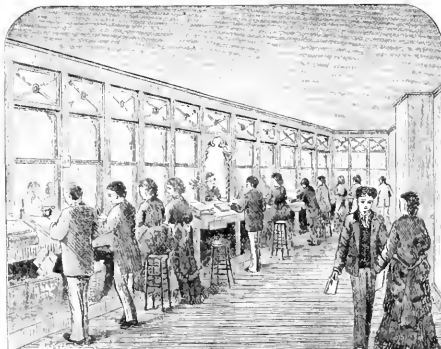
The Principal trusts that the following illustrations will prove so sufficiently definite and characteristic as to prevent other institutions from claiming similarity either in extent of facilities or patronage.



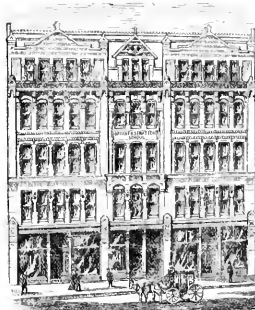
Reception Room.



Second Anteroom.



Interior View of the "Model Counting-Room" of the Fourth Department.



The School Building

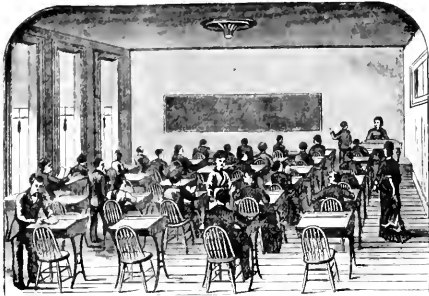


School Entrance

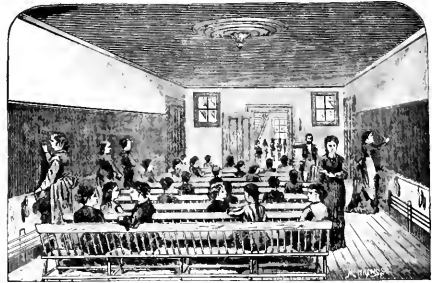


The Principal's Private Study.

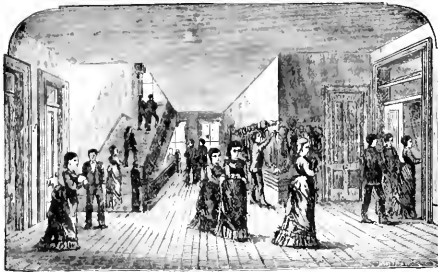
The Bryant & Stratton Commercial School, Boston, Mass.



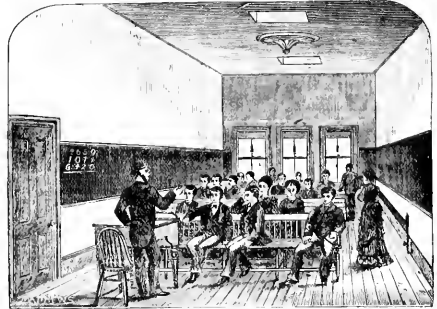
English Department.



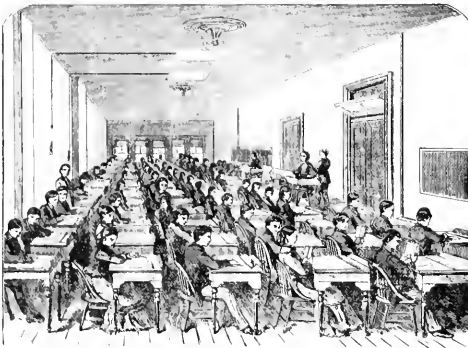
Department for Examinations



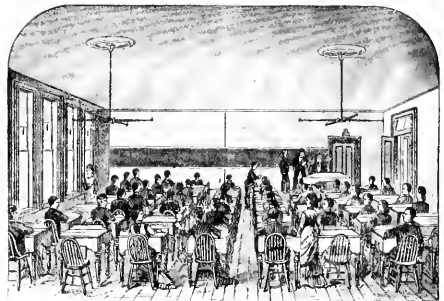
First Anteroom.



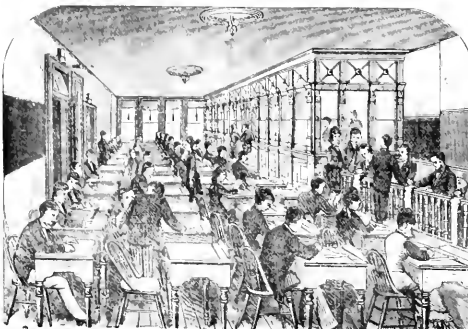
Arithmetical Department.



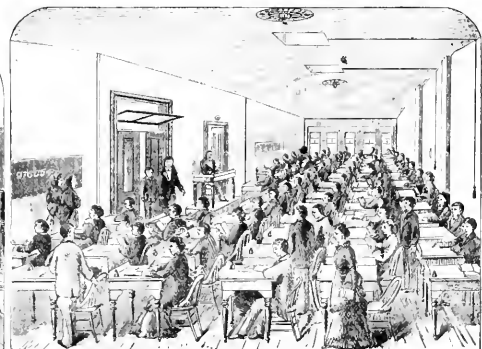
Third Department



First Department



Fourth, or Finishing Department.



Second Department

partners where their withdrawals had been unequal, which elicited warm debate. Mr. Wright maintaining there was no gain in business until interest had been allowed on capital and the salary for the proprietor.

At 12 M. the president, S. K. Packard, of New York, gave a lecture on "The Difference Between the Right and the Wrong Way." He said that there was no subject of more importance to the human race. From the cradle to the grave, the only thing that we make use of is money. No incentive was so strong as the almighty dollar to the business man. In a legitimate way they were trying to increase their incomes to add to their material property. You put forth your effort and you obtain a salary; therefore the acquisition of the dollar is the object of the business man. Another source is capital in whatever place it exists. And yet a third is the difference in the buying and selling of goods, exchange, buying, and selling, in other words. The difference in buying and selling is of course the profit, the acquisition of wealth. In these three points are crumpled the principal means of acquiring wealth.

There are, however, yet other means of acquisition where neither capital or labor is exchanged for wealth. These may be defined by the word commerce. For instance, the increase in the value of property, either land or otherwise. Mr. Packard also gave a short address on the subject of "How shall we manage the young men of the future?" He said that the great thing was to inspire them with self-respect, ambition—to impress in short whatever good qualities there are. There are many things which he would impress upon them all as necessary to good government of colleges or schools, and that was the enforcement of strict silence among the pupils. Attention to details which are to other people neglected as unimportant, such as a scholar, for the student to wash his hands, to hug up his coat, through ventilation in all the buildings, attention to the temperature. All these are absolutely necessary if they wished their establishment to be a success. He also condemned the practice of

GIVING GOOD CHARACTER. To pupils on the left, when they knew well that they had not been by any means blameless during their course in the school. He was always ready to give a scholar a word of praise, but they were records of what had been made by them during the time he had known them. Mr. Packard's remarks were received with great applause, and at the close of the convention adjourned until 3 P. M.

The Penna. Convention resumed its sessions at 3 P. M. Thursday, and formed itself into a class to hear H. C. Spencer of Washington, gave a lesson in penmanship, illustrated by slides, drill movements and exercises. The speaker explained, in a few prefatory remarks, that he did not intend to discuss ordinary but business penmanship. To secure a good hand training was absolutely necessary. It was universally acknowledged necessary in business, drawing, painting, reading, and yet there were people who maintained that a good hand could not be taught. Mr. Spencer went on to explain the

DIFFERENT FORMS OF THE LETTERS the straight line, the right and left curves, the loop, with its various combinations, &c., and then gave several examples of the different forms of letters to form them.

The lesson, which occupied one hour, was exceedingly interesting and received a great deal of applause throughout the convention.

The president read a communication from Mr. Edwin Coates, publisher of *The Leader*, to the members of the convention, inviting them to visit his office and view his press at work.

IMPORTANCE OF BUSINESS CHARACTER.

Hon. Jm. Mayhew of Detroit, Michigan, gave a lecture on "Business Practice." He spoke and drew upon the importance of a thorough business character to everyone. A knowledge of the character of business is the first principle of fraud. Many of the great bank failures, the too often recurring cases of de-falcating trustees, the numerous instances of embezzlement, the ever-debilitating losses were often directly traceable to a want of knowledge, on the part of the owner and manager, of the principles of book-keeping and business qualifications.

A communication was read from the British Association, inviting the members of the convention to visit the building and view the machinery.

ADDRESS ON BANKING.

George A. Elliott of Chicago, gave an interesting address on banking and currency. His instruction was condensed by the speaker with reference to the practical operations of a banker and of business, and was delivered in a terse and clear manner the varied transactions which occurred in business, beginning with the receipt of a deposit, and ending with the loan and leading up to the more difficult branches.

At 5 P. M. Frank Goodman of Nashville, read a paper on "Penmanship and Traders' Institutes." He said that he was encouraged to do this matter, and then by the fact that it was of great importance, and that as a rule too little attention was given to it. The matter, however, was of great importance, and he would like to see some committee formed to

suggestion was made and agreed to by the speaker that he should resign his suggestion to a motion and bring it before the convention on Friday morning.

C. Clapham of Brooklyn then opened a discussion on "The minimum qualification which will permit a pupil to graduate from a business college." He anticipated the perfection system adopted by some colleges of "ranking" a pupil through in two or three months and giving them diplomas.

Thomas A. Peirce of Philadelphia said he should like to see some positive legislation on the subject.

S. S. Packard would like to see colleges restrained in some such matter, but he saw great difficulties in their way, and principally he did not believe that the effect of an association such as this could or would govern individual teachers. He did not wish to say that nothing could be done by them to put down these charlatan schools, but it must be done individually.

Rev. L. L. Sprague, of Kingston, thought that they must rely more on

THE MORAL FEELING

and good sense of the community at large than on any single individual.

C. E. Clapham of Brooklyn and S. S. Clapham of Cleveland spoke in the same strain.

Thomas M. Peirce of Philadelphia offered as a resolution that Messrs. C. E. Clapham, B. Wright, and Rev. L. L. Sprague be appointed a committee to prepare a report on the subject and that they report the same Friday morning. The motion was carried unanimously.

country it is different, and every man and woman ought to be familiar with the constitution of their governing bodies. He recommended all of them to read the words of "that grand Englishman, John Stuart Mill," especially his "Consideration on Representative Government" and "Liberty."

Mr. Spencer then dwelt at some length on the Constitutions of the States and politics in public schools. At the close of the address the speaker was accorded a hearty round of applause, and on motion of the Hon. Jm. Mayhew it was decided to have it printed after Mr. Spencer had reduced it to writing.

D. T. Ames of New York then gave a lesson on

ORNAMENTAL PENMANSHIP.

He introduced the subject by saying that until within quite a recent period what had been denominated ornamental penmanship had consisted chiefly of florid quills, eagles, birds, dragons, and nondescript designs of no practical value or utility save as a means of showing skill in the pen, or by the writing master, for attracting patrons, for practical writing. The recently discovered photographic process by which pen and ink copies were transferred directly to stone and printed as a lithograph, or to a metal relief, and then used as a pattern, had become known as type, and had opened a new and important field to all really skilled pen artists, one in which is ample promise for honorable and profitable labor. By these methods, the penman is enabled to enter upon the domain of the engraver, and share largely his honor and rewards, but to do this he must be equipped with a skilled turn of his art. Many practical hints were made with illustrations

colleges is a modern convenience in the educational structure in this country. Duff established a mercantile college in Pittsburgh, Pa., in 1840. Crittenden opened a commercial college in Philadelphia in 1844. Later on there became identified with this department of education, Bryant, Packard, the Successors, Mayhew, Foskoe and the rest of us. Now the number of them in the United States is about 125, and their standing is that of respectable and respected institutions of learning. And the teachers and principals exhibit a commendable spirit of fraternity and mutual respect for each other in the meetings of the association. The business college is a recognized institution for technical education. It is not only well understood, and the classes of the community using the same are well acquainted and accurately informed by it. The various subjects taught are presented to its students in an applied form, largely embracing their value. To acquire the best methods of teaching the business branches, and to increase the facilities of the various institutions with their own are connected, to impart a sound, economical and useful business education are the purposes and aims of our associated effort.

With your hearty co-operation I feel that I can safely promise you a reasonable measure of success in securing these desirable objects. We have the knowledge and intelligence to do this, and we are confident that our exertions will not be in vain. We have a devotion among you may still continue to be manifested by you. I fondly hope to secure a profitable, pleasant and agreeable meeting of the laborers in the walks of business education at Chicago next year.

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IN THE EVENING

various members gave short autobiographical sketches of their lives. Among the many interesting ones Frank Goodman of Nashville, Tenn. gave the most checked history of himself. Frank was one of the boys that the folk generally look down upon in holy horror and predict for them a place in the State prison or an early hanging—one of the bad boys, in fact, whose large countenances and a desire to have their own way give them numerous punishments. Mr. Goodman spoke of the good which a course at the Bryant & Stratton College of Cleveland did him when lamely with a weak and a stranger. After various comments with hard luck and misfortune he is now the proprietor of The Commercial College in Nashville.

FRIDAY MORNING.

At 9 o'clock the convention resumed its sittings. Hon. Jm. Mayhew of Detroit, Michigan, gave a lecture on "The Art of Writing and Drawing, in the public school of Mansfield, O. Mrs. J. A. Goodman, teacher of writing in the public schools of Parkersburg, Va., and Miss R. H. Smith, teacher of Geneva, O., he admitted to membership in the association without payment of fees, which was carried.

CIVIL GOVERNMENT.

The first subject on the programme was "Civil government as subject to be pursued by business college students," by R. C. Spencer, of Milwaukee. The speaker said that in many of our countries where the people had no voice in their government it was a matter of indifference to the inhabitants whether they were governed or not, and that it was not indifferent they had no power to remedy the evils which oppressed them. In this free

upon the black board regarding engraving and designing complicated specimens of pen work.

The various processes, of reproducing drawings and letters, and the numerous ways, explained. He believed that the profession of penmanship was an honorable and profitable one to all who could subordinate their skill as able and successful teachers of writing, or as accomplished artists.

And teachers and professors are valued and honored by society according to their claims for services rendered and moral and social qualities. The speaker said that he had been honored and paid, they must prove themselves highly honorable and useful.

OFFICERS' INSTALLATION.

At 11 A. M. the installation effects were proceeded with by the newly-elected president, Mr. Thomas M. Peirce, of Philadelphia, was escorted to the chair, and the retiring officer, Mr. Duff, of Pittsburgh, was escorted to the door. In the course of which he said that he had been charged by "one of the leading papers of Cleveland with showing praise" because his opening address, was not published so fully in it as it was in the other. He then withdrew, leaving the presidency to the new president then delivered his opening address as follows:

THE NEW PRESIDENT'S ADDRESS.

GENTLEMEN OF THE BUSINESS COLLEGE TEACHERS AND PUPILS' ASSOCIATION: In assuming the duties of presiding officer to you, which you have elected me I desire to thank you for the honor you have conferred upon me, and to assure you that I will work carefully and with whatever ability I possess, to promote the association and to secure the objects we have in view in meeting each other in convention. The business

I cordially invite to that meeting all business college teachers, principals and managers, and all persons to take counsel each with the other, and thus by discussion and teaching to have each individual member obtain clearer views of the work before him, and larger power and greater ability to perform it.

GENERAL BUSINESS.

The time having now arrived for the transaction of business, Mr. William H. Duff, of Pittsburgh, Pa., urged upon the attention of the convention the wise and urgent action before the convention at its previous annual session, regarding the plan of selling life-shipwrecks, which was introduced by the retiring president.

WHEREAS, The plan of selling "life-shipwrecks," or giving tuition through an unlimited time for a given number of dollars, which plan was adopted by the managers at their meetings, rests upon such an unbusiness-like principle—the giving of something for nothing, and thus is clearly a vast unbusiness-like, industry and application to the advantage of ignorance, idleness and inattention.

RESOLVED, That this association congratulates itself that so many of its members have done as business men, and that they are clearly and that the continued use of these scholarships is pernicious to the student, unprofitable to the Faculty, and degrading to the college.

And made a motion that that resolution be recorded, which he advised with great earnestness, affirming that such a resolution was beyond the province of the convention, as it interferes in an unwarranted manner, with the business of the association, and that it is a violation of the rights of its individual members, who from local causes deemed it their interest to continue to issue

Mr. Hill's address was replete with practical and useful hints upon the methods of organizing and conducting writing classes, and was received with well merited applause, after which the convention adjourned for one year.

To any person who signifies to us the intention to act as agent for the JOURNAL and requests extra copies of the JOURNAL to be used to secure subscribers, we will mail the same free on application.

year his noble energy and devotion to the cause of the suffering have been rewarded by the success of the year. The school board report a very material improvement in these branches. Since they have been placed in charge of Prof. Mohan. During the vacation he has been doing good service in teaching writing at Teachers' Institutes, in his section of the State.

Mr. A. H. Hinman of Boston has been a frequent visitor at our office during the past month, and seems to have the interests of the JOURNAL and the profession at heart.

ll B. Bryant of Chicago, of the old firm of Bryant and Stratton, who for some time past has been disconnected from the Chicago, Bryant and Stratton College, has recently associated with him his son Willis, and resumed the management of that institution. Young Mr Bryant has recently graduated from Harvard University, and will be an able assistant to his father, whose long experience in conducting Business Colleges will undoubtedly enable the new firm to achieve a brilliant success. During a recent visit to Chicago we had the pleasure of inspecting the rooms and facilities of the College, which were admirable in every respect.

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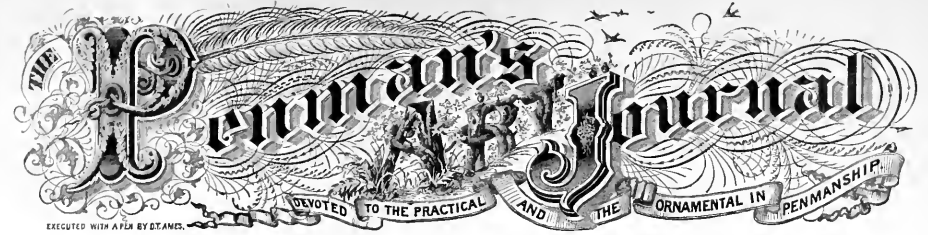
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Penmanship in the Public Schools.

BY GEORGE H. SHATTUCK

THE fact that a child in its first efforts in writing with pen and ink must grasp many difficulties at the same time, rendering the first steps slow and awkward to both teacher and pupil. Position of body, head and pen, together with the use of pen and ink, and the shape of the letter are difficulties presented simultaneously to the child.

If it were possible to divide this array of difficulties, present for the first time, concentrating on them until in a measure they were mastered and then present others, teaching writing to children would be a somewhat easier as well as pleasanter task.

It has been a study of penmen and teachers for many years how to divide and concentrate, and to this extent has there been an agreement among them, that the tracing over a

copy printed in blue or some other color with a pen and black ink is the best plan yet devised for that purpose. That the full intent and purpose of tracing is not fully understood many conversations with teachers have convinced me.

To explain its uses as an auxiliary in the child's first efforts in writing is my intention in this paper. The idea is not that the going over a perfectly formed copy with pen and ink any number of times so educates the comrade to the true form that they will perfectly reproduce it when the tracing is removed; were this the object and end I should place but very little stress upon it. I claim for it much more important and valuable uses.

It relieves the mind of the child of all thought of the shape of the letter and allows the teacher to insist on the careful use of pen and ink and better methods of pen-holding. It teaches position of the book because the pupil must so place it that the movements of the pen will conform to the slope of the tracing copy. It teaches movement because the child must carry the pen over the entire space covered by the copy, which they will not do without it.

At the same time attention is being given to position, pen holding and movement, the pen is carried through the perfect forms of the letters, and so far as the muscular action is concerned all the movements are made that are required to make a perfect letter, and as the copies are of the simplest character this tracing can and ought to be placed in a grade lower than the one where writing (without tracing) has usually been commenced, and pen and ink writing over traced copies can be successfully commenced (as is in the city of Rochester and many other places) as early as the child's second year in school.

Beyond the first book, and that all tracing, its uses are not quite so general in their character; and yet in any school or any number of schools that have had little or no systematic teaching I know of no better drill from oldest to youngest than writing through a tracing book or one made up of alternate lines of writing and tracing. Aside from this general use, a book part tracing and part letter writing can be used for pupils entering a grade above where writing is commenced in a school and taking the same copies as the other numbers of the class, with this difference that part of their copies traced they can keep along with the class and receive the same instruction while gaining in some measure the advantages of the tracing that they ought to have had in a lower grade.

Occasionally older scholars who have failed to get the particular "twist of the wrist" needed to make a well formed letter by writing over those correctly formed with pen and ink will see where they incline to leave the true form, and their mature judgment will teach them how to correct their writing when the tracing need is removed. I do not believe in tracing for older pupils to the extent advocated by some teachers, viz: "That alternate lines should be a traced copy, and pupils should only the lines not traced so as to always have a part to trace." I think that after the uses of the tracing already indicated the pupil's own errors form an important factor in their improvement, as by a comparison of the perfect model and their departures from it is the mind directed to the errors and their effort at improvement are applied at the proper points.

In starting a young class in tracing, great care should be taken to see that they understand exactly where to begin. First place the copy upon the black-board, explain all its peculiarities of line, slope, shape, beginning and ending; ask all to place their pens upon the copy where they are to commence and trace over it with a dry pen (by count), and see that all write on the same copy at the same time. Absentees, on their return, should write the same copy as the other members of the class, leaving the blank pages to be filled at other times or after the books have been written through by those in regular attendance.

No matter how slowly you work, so long as you do well what you undertake.

In this connection and as part of the good to be derived from tracing, insist on pupils carrying the hand lightly upon the paper. It is one of the habits easily acquired if the instruction is commenced early, and the advantages derived from the acquisition will be apparent to all their after writing.

I have written at length about tracing because the information is not confined in any of the treatises on teaching writing, and although in successful use in many of our best schools, there are yet many teachers who have given the matter no consideration, and who ignore it with no investigation or knowledge of its real merits or advantages. — School Bulletin.

Microscopic Examinations of Hand-Writing.

We copy the following from a report of the proceedings of the "American Society of Microscopy," published recently in the *Buffalo Courier*:

The examination of hand-writing, with a view to determine its authenticity, its genuine or false, its age, whether or not it has been altered from its original form and intent, is one of the more recent uses of our microscope, and one the importance, reliability and frequent applicability of which has but recently become known, and is even now not generally realized. Perhaps this is to be accounted for by the fact that large general experience, judgment and tact in the use of the instrument, and skill in the manipulation, though necessary to this particular work, are not in themselves an adequate preparation for it. Much special study, and special practice, is required before anything useful can be done, or important should be attempted. But to a person really at home in the study of hand-writing, both with and without the microscope, this instrument furnishes a ready means for its accurate analysis. Those who are governed, not by respect for the rights of others, but only by the expectation of consequences that shall effect themselves, cannot learn too soon, or too well, the fact that writing can scarcely be changed, after its original execution, so adroitly that the microscope cannot detect the falsification. The face of the paper, when once marred by disturbing the position of the fibres, can never be restored, and hence scratching and erasure can be recognized though performed with consummate skill, and not distinguishable by other means. Ink, which are alike to the unaided eye, are marked under the lenses by conspicuous differences of shade or color, or density, or purity, or chemical composition. Lines which look simple and innocent, may show themselves as retouched, or altered, by

the same or by different hand or pen or ink; and lines drawn upon new paper may look different from those after it is old. The microscope does not give any direct information as to the precise age of writing, but if used with sufficient caution it can determine (not so easily or safe a task as might be supposed) the relative age of superposed, crossing or touching lines; and it can generally state positively whether lines were written before or after related erasures or scratchings, or foldings or crumplings of the paper. In one important case the friend, Mr. Wm. E. Hagan, of Troy, who has given extensive and very successful attention to the study of writing, especially imitative writing, and in association with whom many of my own investigations in this field during the last dozen years have been carried on, established the date of a document by recognizing in the paper fibres which had only recently been used in paper-making, and which, in connection with corroborative proofs to which they led, demonstrated that the paper was manufactured at a later date than that claimed by the writing upon it.

Another subject of imitative writing would require the important point of a not of a fraction of a letter; and many considerations of recognized importance connected with it are still under investigation and not sufficiently mature for publication. A few hints may be given in respect to those points which are well established and most generally applicable. When a work, in a fictitious signature, for instance, has been constructed by tracing it with pencil lines over an original one, and subsequently inking it over with a pen, particles of lambswool can probably be somewhere detected and recognized by their position and their well known color and luster. The mechanical effect of the point of a pencil upon and among the fibres of the paper can also be seen, notwithstanding the subsequent staining of the paper by the ink. This clumsy method of copying carries its own means of detection; and still it is not more easily recognized than are methods that are more subtle and seem more ingenious. In writing over or imitating originally in ink, either by tracing it over a copy or by drawing it free-hand with a copy to inspect or to remember, the distribution of ink is peculiar and suggestive, indicating hesitation from uncertainty, or pauses to look at a copy, or to recall a style or to decide as to a feature, or to write in a style where a person writing automatically, by his own method, and especially in writing his own name or a scarcely less familiar business formula, would pass over the paper most rapidly and promptly. Again, there are certain characteristics, results of habit, which finally become so natural as to be hardly noticeable, and which characterize the writing of different individuals. Such are peculiar forms and styles of letters and of combinations of letters; methods of beginning or of ending lines, letters words or sentences; methods and places of shading, or breaking lines, and of dotting, crossing, or erasing; the control of habits of correcting or not correcting certain errors or omissions; the use of flourishes, and peculiar way of connecting words or of dissociating syllables. In imitative writing these characteristics of another ownership are generally copied with ostentatious prominence, if not with real exaggeration, in the capital letters and other prominent parts, but lost sight of in those less con-

apacious pages where imitation naturally becomes feeble and the habit of the writer unconsciously asserts itself; and this revelation often becomes more positive by reason of the elaborate efforts that are made to suppress it. Things are overdone from fear, which would have been negligently done from boldness; and to suppress the gross blunders proceeding from the last source. I once examined a distorted signature from which had been carefully scratched on a line, immaterial and inconspicuous, which conformed to the habit of another person interested in the case, but not to the habit of the ostensible author (in the hands of a suspected person).

Furthermore, the genuineness of a writing may often be disproved by its success with which it followed its copy; reproducing its mistakes, idiosyncrasies, or its adaptations to its own special surroundings, in which respects it may correspond too accurately with some one genuine signature (in the hands, for instance, of a suspected person) but differ unquestionably from the ordinary habit of the reputed author. Modifications of style by diseases, as paralysis, may present similarly diverse discrepancies or coincidences. All these investigations in respect to writing can be best pursued with the aid of the microscope, and the microscope is entirely dependent upon it. For general view of the words a four or three inch objective is best adapted; for special study of the letters a one and one-half inch, and for minute investigation of the nature of the lines or character of the ink a two-third or fourth-inch. The lenses, except the lowest, should be of the largest sizes admirably used, and all should be of flat field and of the best possible definition. The microscope stand should have a large, flat stage; though it is generally preferable to use a small portable stand which can be moved freely over the paper and focused upon it, at any point, without the use of a stage. For this purpose I sometimes use a tank microscope, but more frequently a pocket microscope with its tube prolonged through the stage by adapters, so that it focuses directly upon the table. Even so large an instrument as Zeiss's historical may be used for advantage, though a lighter form and smaller size for more convenient use is sufficiently steady for the purpose. Medium sized bull's eye is sufficient for the purpose of illumination; and good judgment is more important than, if not incompatible with, the employment of an ostentatious and unnecessarily elaborate apparatus.

To illustrate the application of the microscope to the detection of forgery, I give of practical importance, and its dependence for much of its value on the appreciative comparison of related facts, I will describe a single and very simple case of altered writing occurring many years ago. A certain note, admitted to be genuine and properly signed, and upon which a considerable amount of money and a far greater value of character depended, bore date of the sixth of a certain month. The number of the year was printed on the blank except a single figure, 1, which was filled in with writing ink, there was also a figure 1 written below in the body of the note. The peculiarity of the writing and style, as might well have been noticed at the same time and by the same person as the rest of the note. But the figures 16 and 1 of the date were written closely, twice as large as the other, with a pen of different properties and with ink of different color and density. The peculiarity of the writing and style was well explained by the claim, supported by the most plausible circumstantial evidence, that the date had been left blank at the time of drawing up the note, and had been filled in at the time at which it was subsequently signed, and with writing materials whose character and density were different from those of the figures. One person, who was largely interested in the note, having been signed earlier than the date upon its face, and who well knew whether or not it was originally dated upon that day, asserted that its original date was several days earlier than that which he had seen it bear on the day of the signature. Another person who was admitted to have written the date, who had enjoyed unobstructed opportunities for changing it if he desired, and was largely interested in its bearing a date not earlier than its ostensible one, asserted that that was its original and only

date. At first sight, and still more after much patient study, it seemed hopeless to expect a solution of the case through the microscope or by any other means. The tracks of crime, if present, were never more carefully covered. The disputed figures were bold and conspicuous. Next came the idea of an attempt to make them look like the rest of the writing, and therefore suffered nothing from failure to accomplish it; and their well-marked character was satisfactorily accounted for. The surface of the paper was microscopically perfect, and had not been tampered with for purposes of detection. They showed a fine crisp and into view like those of the rest of the writing; and if any such existed beneath the visible figures it was doubtless pale and thin, and little likely to be perceptible, even to the microscope, through the heavy coating of thick and muddy ink that covered and concealed it. At last, by the peculiar illumination, that being diffused rather faintly over the top of the paper and at the same time condensed strongly upon the lower surface, there came into view an appearance which was lost by the least change of illumination, but could be restored again by careful arrangement of the light. Blended with each of the three disputed figures, though not quite distinct from all, was a very peculiar wedge-shaped or triangular figure, broad and flat at the top and sharp at the bottom, and exactly such in size and position as would accord well with the rest of the writing and with the other figure 1 in the body of the note; but the latter 1 was broad and flat at the bottom, and the one strikingly unlike the wedge-shaped 1's. Comparison of a large number of papers known to have been written by the same author showed that the mutually triangular 1 was his characteristic style, and that the unaltered and not triangular 1 in the note, known to be his writing, was not of his hand, and that it was as it proved in this case, a puzzling eccentricity. It was evident that the date had been first written 11, and that the 16 had been subsequently written over it; and that the 1 of the year, though the right figure, had been similarly enlarged to make it look like the rest.

The Public Needs of a Business College.

Address delivered by E. E. DAVIS, President of the Ohio Business Teachers' Association, before the late Business Teachers' and Penmen's Congress, at Cleveland, Ohio.

GENTLEMEN: There are some propositions so plain as not to admit of demonstration. To attempt to prove to this audience the public need of a business college would seem like arguing the necessity for sunshine. But I have not come here to demonstrate this proposition is not quite so plain, in fact it may be more difficult to prove than it seems. To establish the necessity for a business college we must show that the subjects taught are essential to the best success in business.

Secondly, that the business college teaches these subjects thoroughly and practically. Thirdly, that they are not successfully taught in the public school, academy, college or university. Should we succeed in establishing these points, we may claim to have demonstrated the public need of a business college.

Now, if we fail in any of these points the necessity for such an institution is not proved. To show that the business college curriculum is an indispensable qualification for the best success in business is not difficult, yet it would require more time than is allowed in this discussion. Hence I shall assume, what all honest people will readily admit, that the topics taught in the business college are a necessary preparation for business.

That the business college does impart to its students a sufficient knowledge of these subjects to enable them to do business successfully, is abundantly proven when we remember that in no less than twenty years since the establishment of this institution in the principal cities of the Union. Yet more than thirty per cent of the commercial business of this country passes through the hands of the graduates of this institution, as proprietor, business manager, salesman, agent, financier or clerk.

My friends, at this rate, the time is fast approaching when the business of this country will be controlled by the graduates of the business college. Through the business college and its teaching the improved ledger shows the financial condition

of individuals, companies, corporations, States and the nation. Eighty per cent of the graduates of the business college enter directly into some department of business, and contribute to the pushing forward of the grand enterprises of the American people.

With facts before us, where is the business college man who is ready to admit that the business college is not a necessity? That the public schools do not meet this demand is proven first, by the fact that about eighty per cent of the youth withdraw from them before reaching the grammar school proper, at an age too young to master the elements of the sciences and the arts. Hence these cannot be prepared for business or citizenship. As the time that remains is much occupied with music, drawing, botany, physics and science, there is no opportunity for the pursuit of arithmetic, penmanship, grammar, book-keeping, etc. Hence, the youth leave the public schools poor penmen, arithmetic and grammarians, without any knowledge whatever of matters preliminary to business.

Secondly, when we take into consideration the fact that not more than one-fourth of the thirty thousand teachers in our grammar and high schools are able to write figures with sufficient accuracy and rapidly to fill the position of entry clerk in a good business house, and the additional fact that a less number can produce an order, promissory note, draft or bill of exchange, and explain its use, it must be admitted that even the higher grades of these schools are wholly inadequate to prepare the rising generation for the best success in business. What is true as to a lack of qualification of teachers in our public schools is emphatically true of the teachers in the academy, college and university.

My friends, there is no other institution that can fill the place of the business college in the educational facilities of this country. It is an institution in which all instruction is brought down to an actual business basis. The business college combines to the fullest extent Herbert Spencer's idea of a perfect system of education and that which the pursuit of study is both pleasant and profitable.

There is no other institution that gives its students to think, speak and act for themselves. It is an institution so unlike anything else in the history of educational facilities, it may justly be regarded as the grandest invention of any age. Biot the sun from the heavens and darkness, decay and destruction must follow. So, if the sun of education, the teachings of the Savior, and from man the divinity within, and moral degradation, sin and misery will reign supreme. Obsolete the business college, and with it the labor of those identified with this department of education, and individuals, companies, States, and the nation, are financially at sea, without ballast or compass. The very foundation of civilization is sapped; everything is confusion, chaos, bankruptcy and ruin; and the greatest nation that God has placed upon the face of the earth degenerates into a state of barbarism.

Liar.

In the heat of wrath, or the bitterness of love and pain, one might be accused for exaggeration or misstatement. But in the coolness of one's strength to sit and lie willfully, without a provocation or apparent temptation, is beyond all reasonable right to pardon. Such a person never ought to be pardoned or trusted; he is a liar past redemption, and ought to be considered so. He ought to be made to know that he is scorned by all decent people. He is a liar.

Through and through he is a liar. He ought to be made to know that people understand it. If honest people only had the will to do it. One cannot do it alone, but honest people join in brotherhood might. They ought to do it. Every lie ought to be branded as a lie. Every liar ought to be branded as a liar. If this could be done, even a liar would speak the truth from policy a part of the time, and some who are but partially developed as liars, might learn to be honest from principle. If truth became popular and liars were blackened according to its merits. It is because the liar has a smooth tongue that people listen to his lies respectfully and publish them, and it is because the truth is many

times unpalatable that the voice of honesty becomes a dread in the land. People who learn to lie, get to lie so well that they deceive even their own individuality with their lies, and mistake their hypocrisy for the seal of truth. They are so used to the crime of perjury that it becomes as natural as their first breath. They are therefore lost to the speech of lies, and lie as best the breath of their existence. They are filled with lies. They lie to their own souls and swear to lies. And they have such a beautiful method about it, if you look at their ingenuity. It would cost them but a particle of their present effort to speak the truth, and they are not strong enough, but they are liars, and they view all things from the liar's standpoint. They have elocution in plenty for larger liars than themselves, but there is always something wrong which they can see about truth.

One wonders that they are not struck dead with lies in their mouths to force them to stop. It is one of the mysteries and miracles of Providence that they are not. What they live for is beyond all human finding out. Possibly they live solely as a standing proof of God's mercy. Possibly they live to torture the lesser of forbearance and patience into the hearts of the human consciousness before they take the strife against lies, and spur a liar more. If there were no liars we should have no lies. The lie must be conceived and go through the pre-natal development before it is born and becomes a living, walking, never-dying lie. The germ of lies must be acted upon and receive their nutriment from the human consciousness before they take their living form to shame mankind forever. The poison of falsity like any other lust, grows and strengthens till it becomes a raging hell whose fury earth and heaven cannot quench without the co-operation of the human will. The more lies are suggested the more increases the appetite to build still more. The strife against lies, people are compelled to wage against lies is like the strife against the never-to-be-extinguished tribes of vermin, except the strife against lies requires eternal vigilance, undying courage, and the unnumbered hosts of their combined numberless forces. Every lie needs to be killed, and the strife against lies. Every liar needs to be silenced by undisguised contempt from all good people. Every liar deserves the cold shoulder, for babbling leads to lying. Deceit, jealousy, spite and malice lead about to a vicious perversion of the truth. What we want is candor and honesty. We speak or do, and modestly to lead the way of action. We are not compelled to lay our souls all bare for the gratification of meddlers, but we should be true.

There are ways of disposing of meddlers, open to people of tact, and they are to be cultivated and commended. But let us shape our lives by the square and compass of truth. Let us never lie. Let us live for truth, study for truth, fight for truth. Let us be patient, let us have courage, let us faster not. The unborn heirs of honor call aloud to us; the pure of all the past do cheer us on. God is on the side of truth and hath marshaled us to battle. We must fight. Inactivity becomes a lie. Silence in the presence of a worst kind of a lie. Against the lion of truth the power of truth must hold. The power of truth in bold, brave leaders should shine on every pure soul's banner of ambition. For truth, with truth forever and forever. Let this be our ideal. This is the noblest, the highest, the grandest of all ideals.

MARCE MAPLE.

A German priest in Styria lately lost his life from a wound caused by a steel pen. He had a careless habit of leaving his pen in the inkstand with the points sticking upward, and he inadvertently struck with the palm of his hand the point of a pen thus sticking up, and the steel pen hit him seriously, and the next day he fell seriously ill, and the doctor declared it a case of blood poisoning. On the third day the hand and arm were terribly swollen as high up as the shoulder and after suffering great pain through eight weeks he died.

Communications

To the columns of the JOURNAL, regarding any department of teaching or practice of writing, or upon any branch of practical education, are respectfully solicited.



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Flourishing, and the Penman's Art.

That flourishing is an art we assume no one will question, and like all other human methods of presenting to the eye thoughts and imagery drawn from objects, real or fancied, it ascends to *high* or *deals* to *low* art, just as it is employed by a *high* or *low* artist. The *high* art of some of such skilled artists as of Williams, Spencer, Flickinger, Weisbach, Hinman or Soule, it certainly assumes the dignity of a *high* and *noble* art; if upon the other hand it is from the undisciplined pen and brain of a novice it is very likely to savor of *low* art. The *crumb* and *pin* if employed by an *Angelo*, *Michelangelo*, or *Dante*, are the most exquisite gems of beauty, and are the instruments of *high* art, but all who have wielded the brush or pencil have not ascended to the domain of *high* art. For the embellishment of many styles of lettering there can be nothing more appropriate and graceful, and that which is employed with the pen, quill, or nib, as in the case of pen and quill writing, or in the case of pen and quill note engraving, which represents the highest degree of perfection attained in the reproduction of gems of art, flourishing enters largely as an ornament, indeed, a *bunk* note with no flourishing upon it is a rare exception. Also upon diplomas, certificates, &c., the *crumb* and *pin* make a note and excellence, flourishing predominate as an embellishment.

That some ornaement for lettering is desirable, all observation and experience proves, and therefore cannot be doubted. That which embodies most of grace and is executed with the greatest facility, and used with the least liability to give offence, is certainly preferable.

In our practice we have found it desirable to use a different species of ornamentation with the variation of our subject and styles of lettering: this for the reason that certain kinds of ornament appear to be more appropriate to one subject than to another, and thus another, and also necessary to secure the proper variety and effect in elaborate designs. These varieties of embellishment consists of pictorial, floral, flourishing and linear work. The pictorial is desirable or appropriate only as it is elaborate or illustrative of the subject, that of decorative general in its use and appropriateness. Both the pictorial and floral require to be executed by a master, and with a degree of care and labor which cannot always be commended and recompensed; in such cases, the linear work, which is simple and which can be employed, must be largely used for the embellishment of old English and German text lettering it is peculiarly appropriate, and these styles of lettering are also very appropriate and most largely used in the penman's art, especially is this true in the English and German styles of writing, &c., which often constitutes no small share of a penman's professional work.

A liberal use of flourishing seems to have characterized the penman's art from time immemorial, and few human productions will now attract and hold attention equal to the calligraphic sketches of the masters of penmanship. Such a specimen, displayed in a window upon any of our thoroughfares, gathers at once a crowd of admirers. This is from the fact that it is penmanship, and is known at once to be such by this distinctive feature, or, if not, it is at least recognized as some work reproduced and embellished according to the more set and formal art of the engraver would scarcely attract attention. We do not believe, with some of our countrymen, that flourishing is not true art, or that it is not a part of the art of penmanship. The penman, if he is to be admired by the profession, nor should it be the aim of the pen artist to depart from his hitherto distinctive style for that of the engraver and lithographer, penmanship would thereby lose its identity, and the penman would be reduced to the same unoriginal and hopeless rivalry with the engraver.

We say unequal and hopeless, because the penman is usually called upon to execute that species of work of which a single copy is required, and, consequently, for which a correspondingly low rate of compensation must be paid, while the engraver bestows his skill upon the engraving of a plate from which many copies are to be made, the value of which is considered in fixing the

degree of his compensation, which will be as much greater than that paid to the peanma as the many copies are more valuable than the one, therefore, there cannot, as a rule, be that inducement to the peanma, to at all times exercise his greatest care and skill that there is to the engraver. Yet we are happy to observe that exceptions to this rule are now made more frequent by means of the photo-engraving and lithographic processes, by which well and properly executed pen-work is very perfectly reproduced upon metal or stone, and thus comes into comparatively successful competition with engraving. Of this feature of the peanma's art we shall say more at a future time.

The Art of Writing.

Writing the art of expressing ideas by visible signs or characters inscribed on some material, and includes in its broadest sense the hieroglyphic and pictorial system of the ancients and of many modern barbarous nations. It is of two sorts: either it is composed of figures representing objects by an arbitrary convention, and without any natural indication of their nature or properties; or it represents the sounds which are used in spoken language to express those objects. In the former case it is ideographic; in the latter phonographic. The origin of the art nothing is positively known. The Egyptians ascribe it to Thoth; the Jews to Enoch, Adam or God himself; the Greeks to Mercury or Cadmus, and the Scandinavians to Odin. The hieroglyphic representation is in all likelihood the representation of external objects by a more or less rude imitation of their forms; without any indication of the accessories of time or place.

With the progress of civilization a step in advance was made by the application of a symbolical signification to some of these figures, so that the picture of two legs, for example, represented not only two legs, but also the act of walking. The picture writing of the ancient Mexicans may be cited as an example of this system, but it belongs to a more advanced stage of civilization, many of the characters having a clear phonetic value. The Chinese, however, had no alphabetic system, their phonograms representing syllables or words. Characters, abbreviated for the sake of convenience, gradually became conventional signs; but at what time men first conceived the idea of making these characters stand for the sounds of spoken language instead of the objects of visible nature, we have no means of knowing.

Common belief ascribes it to the Phœnicians from whom it was transmitted to the Greeks; but Klaproth gives the honor to the Chaldeans, basing his opinion upon the argument that the name of the letters which must have come to the Greeks with the letters themselves, contain the emphatic *ā*, which properly belongs only to the idioms of Syria and Chabtea. The final *a* is in fact, found in twelve of the twenty-four letters of the Greek alphabet, but it is lacking in all the others, many of which there is reason to suppose are of equal antiquity with the others. Klaproth admits at least three different sources of writing in the ancient world, viz., the Chinese, the Indian and the Semitic.

Other authorities reduce the number to two, the Chinese and Egyptian. The latter being the source of the Sæcetic, and thence of the Arabic, and the latter being referred to the manner or direction of writing, the utmost diversity exists among different nations. In the rudest system of picture writing the figures were placed just as the concepts came into the mind of the writer. The Mexican picture writing was read by columns beginning at the bottom, while that of the Chinese and Japanese is in columns beginning at the top; and passing from the right to the left. Signs and figures were written either in columns or horizontal lines, according to the shape of the surface on which they were to be inscribed. Ethiopic and coniform writings run from left to right, and the Chinese and Japanese by the races in India and Europe; while the Arabic writings are read from right to left, the Arabs saying that "it is more reasonable in us where the pen is coming than not." In the latter case, the going and the straggling generals as we do the pen.

to left; they afterward adopted the style of beginning the first line at the right and the next at the left, thus alternating from right to left and from left to right; from that method they passed to the modern European method. In both the ancient Greek and Roman manuscript all the words are written in uncial characters, and are separated by neither points or spaces; punctuation points were not used until after the tenth century. The Germans at first used the Latin characters, but adopted their present characters about the thirteenth century. The ancient nations of Europe seem to have written in an alphabet common to them all, called Runic; it has left no traces in modern European alphabets.

There are no traces of writing in Europe before the Roman conquest, in the fifth century, when Latin letters were introduced, and the first written records of the English language date to the sixth century, from which time what is called the Roman Saxon, strongly resembling the Roman, prevailed until about the middle of the eighth, when it was succeeded by the Anglo-Saxon, which lasted until the middle of the ninth century, when it was changed to the Saxon running hand; this was afterward mixed with the Roman and Lombardic. During the tenth century the Anglo-Saxon was superseded by the Saxon, which prevailed until the middle of the twelfth century; the characters of which were small, round and extremely legible. The first authentic code in English, known to the middle of the fourteenth century, was the *Domesday Book*, a barbarous corruption of the Norman, was contrived by the lawyers in the sixteenth century, and called the *Great English*, because it was abolished by the reign of George the II, when it was abolished by law.

The National Banking System.

We often wonder if our Greenback friends who are so severe in their denunciation of the National Banks ever pause to reflect upon the favorable side, to the public, of those institutions. Although we so far agree with the Greenbacker as to believe that all the currency of the country, whether metallic or paper, should be issued by the National Government, yet when we contrast the convenience and safety of the present system with that of the old State and individual banks in vogue before the rebellion, we are certainly thankful for the change.

For the redemption of the note issued under the old system, there was no certainty or security beyond the integrity or ability of the parties who issued them. They passed readily for money, at least only within the limits of the reputation of the parties by whom issued. Whenever a note was offered in payment it was scrutinized—first regarding its genuineness; 2d, the place and parties who issued it; 3d, their solvency and ability to pay. If the note was not genuine, it was worthless; if the parties were not solvent, it was not wanted; and if the parties were not solvent, it would continue until the note should pass, for its face value, from the hands of the receiver. Frequently great inconvenience and enormous losses were sustained by the holders of such notes, and the holders of these irreponsible and unlimited banknotes when the notes they had issued were at a heavy discount or entirely worthless, obtained large issues of notes were made, with a deliberate plan and intention of a failure, the way of which there was no legal hindrance.

How is it with our present system? No bank at present can legally issue a note until it has deposited in the United States Treasury, Government bonds sufficient to ensure the payment of the entire amount of their intended circulation, as a pledge and security for its redemption, when the exact amount of the issue is delivered by the United States Treasury to the bank. The bank then signs and issues as money The plates and paper, (which are patented by the Government) from which the notes are printed, are owned and controlled by the United States Government, and are quite as much beyond the power of the banks to use as of any individual, in fact were they to have plates made, print and issue notes in imitation of the Government's, they would be an individual, he liable to arrest and to conviction as counterfeiters.

Under this system only one question need

be asked by the receiver of any note, viz: Is it genuine? Whether issued in Maine or California by this bank or not, is without significance; the holder is certain, if it is genuine, that there can be no contingency short of the utter destruction of the National credit that will cause him loss or inconvenience in its passage. Were the note issued directly by the Government, it could have no stronger pledge for its payment to full, nor so strong. For the note is added to the full faith of the government that of the bankers who sign and issue it as money.

A New Invention for Giving Facsimile Copies of Writing.

We have recently tested the merits of a new process for multiplying copies of writing, which is called by various names, viz: the Polygraph, Hektograph, Multiplying Slate, &c., and was introduced into this country from Austria. By this process from 50 to 125 copies of any piece of writing, executed with prepared ink, can be readily and conveniently made.

It consists of a shallow tray partially filled with gelatine, upon which the paper having the original writing is placed so as to bring the writing in contact with the gelatine, which at once absorbs a sufficient quantity of the ink, which is elastic, to give upward of one hundred prints nearly as bright and distinct as the original. These copies are made by simply placing the paper upon the gelatine and pressing it with the hand sufficiently to bring all parts of the paper in contact with the same, when it may be removed.

For parties wishing a few, or even several hundred copies of circulars or letters, this is the most economical and convenient device for obtaining them we have yet seen. Information and Polygraphs may be obtained from F. Fried, Gen'l Agt., 77 Nassau street, Room 9, New York. Also the same or very similar device called the Hektograph may be obtained from Mr. C. H. Greene, 22 and 24 Church street, New York.

Manual of Exhibit Bookkeeping.

The publishers of this new work desire to say to the large number of our readers who have sent in their orders that the Manual is nearly completed and will be ready for mailing within a few days. The advertisement which appeared in the last number of the JOURNAL contained a typographical error, making the word "exhibit" read "expert." The similarity in the appearance of the words was the cause of its not being detected.

Hints on Making Specimens.

Not our specimen in twenty received at the office of the JOURNAL is so executed as to admit of reproduction by the photo-engraving process, and of those that have appeared in the JOURNAL, a large number have been returned once or twice with suggestions to the authors to be corrected. The principal fault is in the bad quality of ink used, another, the manner of executing the work, it being generally executed on too small a scale, and over done, with a multitude of useless scratchy lines.

Specimens Returned

Our readers will remember the announcement made in our September issue of the fact that a large number of specimens were returned from our scrap book, while it was on exhibition at the Convention. We are pleased to announce that quite a portion of the specimens have been returned, accompanied with a brief explanation from the sender regarding their possession, which may exonerate from the theft, though we think not, and earnestly advise him to profit wisely by his present narrow escape from exposure and disgrace, by carefully avoiding similar unwisdom in the future.

Situations and Teachers Wanted.

Now is the time that teachers and employers are seeking to enter into engagements for the ensuing year. To facilitate them in their efforts, we shall hereafter receive advertisements under the above special heading for ten cents per line of space each insertion. Eight words make a line, twenty lines one inch. Allowance must be made for words and lines to be displayed.

Specimen Copies of the Journal.

Thus far, since the publication of THE JOURNAL, it has been our habit to mail specimen copies to all applications by postal cards, of course free, and we did not realize the extent to which they were being imposed upon, until recently we caused an alphabetical list to be made of all such applications, when to our surprise we found six cards requesting specimen copies from one individual, five each from several, four from others, while those who had applied two and three times were very numerous. For the benefit of these liberal and earnest friends, who have thus so generously patronized us, and to enable them to save their postal cards in the future, we would state that we now have conveniently arranged the names of all who have been supplied with specimen copies free, and that their cards will not in future be considered a good and valid consideration for THE JOURNAL and postage, but will only contribute to swell the contents of our well-filled trash basket. Save your penny by sending a line.

Display Cuts.

We wish to remind teachers and managers of schools and colleges of our excellent facilities for getting up all manner of display cuts for circulars, catalogues, &c., &c., upon

Clark's Pottsville, Pa. Business College; Goodman's B. & S. Business College, Nashville, Tenn.; Hubbard's B. & S. Commercial School, Boston, Mass.; Jacksonville (Fl.) Business College; New Jersey Business College, Newark, N. J.; Becker's Business College, Rockford, Ill.; Folsom's B. & S. Business College, Albany, N. Y.; Bryant's B. & S. College, Chicago, Ill.; The Eastman Business College, Poughkeepsie, N. Y.; Packard's B. & S. College, New York, The North Western Business College, Madison, Wis.

Writing Lesson.

BY H. F. KELLEY.



VII.

Having given examples of all the alphabet of small letters, grouping them in accordance with their similarity of form, explaining the elements from which they are constructed, and giving the relative proportion of parts, we are now prepared to intelligently form them on a much larger scale as a means of more fully developing a free and unconstrained movement of the forearm and fingers—a result which most penmen conceive will follow such practice. A poet, who was also a penman, in considering its comparative

are able to dash off capitals in a manner more to captivate, and this while the small letters in copy books and copy slips by recognized masters and from which they draw their knowledge of forms, preserve a uniformly stroypted appearance, and the capitals by the same authorities are as varied as can well be with grace and much more than may be with sense. Persons' tastes and judgments will differ as to what are the most beautiful or the most practical forms for capitals, and it were well, perhaps, to present numerous forms that a pleasing selection may be made, a danger in such course, however, will always exist in that the pupil is likely to practice all and perfect himself in none; and when, in after years, his business may require him to write with great rapidity, he finds himself hesitating between this and that form for a letter, and finally decides that he has made neither one nor the other, but a heteroclitical nondescript, the originality of which cannot compensate for its lack of legibility nor none for its ugliness.

The tendency among students in writing has ever been to try something new before the old is completed—to write in all the books of a series during a single term—to flourish birds before the "pet books and trammels" have received merited attention—in other words, to "scatter." This, too, will



The above cut is photo-engraved from an original pen and ink design executed by F. W. H. Wieseahn, conductor of the Institute of Pen Art, St. Louis, Mo. Mr. Wieseahn ranks among the foremost pen artists in the country. It will be observed that this style is unique and peculiar to himself, yet fruitful of merit.

importance as a means of acquiring facility in writing, says: Of all known ways the large hand is the best. Who said that will with me write the rest: To like a mighty host, who who doth win. States all that we could take full.

The learner would do well to practice, with a combined movement of forearm and fingers, all the small letters making them three times their usual height and preserving their correct proportions as far as possible; then words may be practiced on the same scale until he is enabled to write in medium hand any letter or word, at least, with ease, if not, with correctness.

We come now to consider another class of letters called Capital Letters, which, though much less frequently used, are far from being unimportant. Were the eye to be directed to a word of writing, the capital letters first arrest attention, owing to their large size and prominent positions. It is then of consequence that these letters be not only written legibly but with a degree of grace and beauty which shall, if necessary, atone, in a measure, for any imperfection in form of the more numerous small letters which constitute the bulk of writing. Of course it were far better did not the necessity for such atonement exist, yet, that graceful capitals do give to otherwise mediocre writing a pleasing effect is a fact not overlooked by many writing teachers who are sadly deficient in regard to forming the small letters while they

explain why so many would-be writing teachers, of very limited attainments in practical penmanship, exhibit work that causes us to exclaim with the late poet-penman, Foster, "What a pity that we could take full!"

Unknowing specimens of orthography.

It may also account for the pecuniary condition of the many who may soliloquize in the language of the following apostrophic couplet:

Thou source of all my ills and all my woe, Thou found'st me poor at first and kept'st me so.

This long preface is given just previous to presenting the capital letters with the hope of strengthening impressions already entertained, that "What is worth doing at all is worth doing well"—that simple forms should be first mastered and that for business writing the form of letters should not be varied.

The letters which follow are recognized as the present approved forms of standard copy books, and, with slight modifications, are seen in nearly all the systems of penmanship now used in this country.

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THE Penmanship Journal

DEVOTED TO THE PRACTICAL AND THE ORNAMENTAL IN PENMANSHIP.

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D. T. AMES, Editor and Proprietor.
 R. F. KELLEY, Associate Editor.

NEW YORK, NOVEMBER, 1879.

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Penmanship in the Public Schools

BY H. B. SHATTUCK.

The objection is often raised against systematic instruction in penmanship as laid down by the various systems in use, that it tends to destroy that individuality that should characterize the hand writing of every person, therefore a large proportion of the writing in school should be without the aid of accurate models.

And now I have it urged that the method of teaching writing is wrong, and to place the matter beyond argument the question is asked—

"How many carry their school-room style of penmanship into business?"

As the combination of two elements often produces something essentially different from either, so would the mingling of a little practice

work in the school-room with the theories above advanced result in convictions somewhat at variance with those previously entertained.

It is the essence of good teaching, I believe, to overcome all natural obstacles and produce exact results in the same grade of pupils. Great diversity in results points directly to inefficiency in teaching.

In regard to the second proposition, that the copy-book hand of the school-room is not carried into business, it is safe to say it never will be until all pupils are cast in the same mold physically, mentally and morally, and write under precisely like circumstances as regards surroundings, nervous condition and mental conceptions.

Until such a condition of things is possible (and common sense would teach any one that it is not,) no special effort is required to prevent the formation of that individuality in hand-writing that to many seems so precious, no matter how ill-formed or illegible it may be. The fact must be acknowledged on the start that any ordinary class in penmanship in their physical development and mental capacity represent about all possible shades of difference.

To do some plan that shall restrain those inclined to write too fast and urge forward those who write too slow seems to me to be within the province of a good class drill.

I know of no method so successful when properly practiced as that of counting the strokes of the pen, in forming a word or letter.

To make it success however, great care must be taken at the beginning to see that all pupils connect the count with the movement until the two become so associated in their minds that it would be as difficult for them to write and count without this association as for those unaccustomed to exercise in one measure and beat time in another. If one pupil or set of pupils say the counting is too fast and others say it is slow you may be sure that it is about right; that you are urging and restraining others, and those too that need just such guidance.

Counting need not be carried further than to the point when eyes are counted, as by that time the uniform method of moving the pen will have been obtained, if persistently insisted on by the teacher.

To those not familiar with counting it may well be explained a little more in detail. Count for each stroke in the letter, but single letters count the first and last strokes only. Thus for the small i count 1, 2, 1 dot—for a 1, 2, 3, 4; then the counting can be applied to words, and the count one that finishes one letter will be the beginning one of the next. Stem and loop letters having strokes that require more in their construction can be given a little more time on the long stroke than letters making any more than one count for a stroke whether long or short. During the exercise the teacher should not stand before the class or sit at the desk counting each stroke from the book, but associating the number of counts belonging to each letter in the mind, pass around among the pupils and observe how far they are carrying out the instructions given.

While endeavoring to carry out proper methods of counting, bear in mind it is only one of many things belonging to a good primary lesson in writing. To give each detail

at every lesson its proportionate attention, adapting the instructions to the varied conditions of classes, are points that divide successful from unsuccessful teaching.—School Bulletin.

Business Practice

A paper read by B. S. Mayhew, LL. D. of Feneston, before the Boston College Teachers' and Pupils' Association, Cleveland, Ohio, August 18, 1878.

Book-keeping and business practice are among the branches of study which should be embraced in the curriculum of every business college. Book-keeping is always and properly a leading study in these institutions. In a large per cent of them it undoubtedly receives more attention than all other studies combined. I would not have less attention given to this branch, but more to others, in proportion to their relative importance in a symmetrical business education. In this paper I propose to speak particularly of Business Practice as an essential branch of study preparatory to engaging in the activities of a business life.

A well arranged course of study in a business college gives a mental discipline which, for the time devoted to its studies, is not exceeded by that of any course of study embraced in the curricula of the schools of the country. I have long held and taught that the sciences of double entry deserves to rank among the first arts. It challenges the admiration of lovers of the beautiful and the true. It cultivates the judicial powers of the mind. It quickens and strengthens a love of justice and equity. It promotes fair dealing among men. It contributes to private and public virtue. It looks to economy and thrift in private and public affairs. Its more common study and practice would reduce pauperism and crime and promote frugality and virtue. Its manifest tendency is to make men diligent in business. And I will make an equally strong claim for a correct business practice.

As preliminary, I will say, by book-keeping I understand is implied an orderly system of recording the transactions of business so as at any and all times to indicate the condition of one's affairs, and on closing to determine the net result of the business as a whole. By business practice I understand the correct and proper use of the various papers employed in conducting any business, outside of the mere book-keeping, including business correspondence, the making of agreements, of bills of sale, of contracts and of deeds, the acceptance of drafts, the rendering of account sales, the making and in document of notes, and the depositing of money and negotiable papers in banks, and of withdrawing money from banks; the uses of checks, of deposit checks, and of deposit books; the nature and uses of accommodation paper, etc. This general department of a business education can hardly be considered subordinate to any other. And according to my observation and experience, this subject can be as well taught in school as anywhere, and better in school than out. A correct standard needs to be set up, and the reasons for its maintenance established. Let me illustrate. If I purchase property of another, I am certainly entitled to a bill of sale that shall establish my right to its possession. If I have been in debt to any one on personal account, upon cancelling that debt I am entitled to the evidence thereof. If another has held my written oblig-

ation for the payment of money, upon the fulfillment of my agreement I am entitled to have the instrument which bound me so cancelled as to show that the obligation has been met. It is not enough that the instrument which bound me be destroyed, as is often done. In many cases its destruction might operate prejudicially to my interests. It is therefore often better that the instrument be preserved, and that it be so indorsed as to show that the obligation it was created to enforce has been duly executed. Correct business practice should adequately protect all parties to a transaction in their just and equitable rights.

Doable business practice, as generally conducted, come up to this high and proper standard? In many cases it doubtless does, but not generally. I have known of notes, payable at banks, giving their makers so great concern that the relief they experienced when they were paid was such as to cause them to hasten away, leaving their notes upon the counter, and taking no evidence of the payment.

In such cases there is no legal bar to the presentation of a second claim for the payment of an account, should one be set up. In my own experience where a duplicate bill has been presented, I have more than once found it convenient to be able to submit a second claim for the original, duly receipted. I would not suggest that such instances afford evidence of fraudulent intention in all cases. On the contrary, I think they more commonly indicate either bad book-keeping, or a faulty business practice, or both combined. But they may suggest fraudulent intent, which, when conceived, shall bring forth its. Money is many times received and paid, without a receipt in exchange, or even an entry in book as evidence of payment. This low and demoralizing usage in business practice will be illustrated. A few cases may be cited in illustration.

Some years ago the writer was requested to act as member of a board of arbitration, for the settlement of differences in accounts between two clergymen who had been engaged in governmental and official business. The differences between them consisted chiefly in three claims, each of considerable amount. The first party had been the first to offer in proof by his own unsupported statement, based solely upon his recollection. And their memories served them very differently. At length evidence was found in the books of a banker, showing the payment of money to one of these parties on account of the other. Some of the evidence finally came to light which corroborated a second claim. In the light of these two claims, thus irregularly and very imperfectly established, the board felt compelled to give the party in whose favor they were the benefit of the doubt in the third, with a general acquiescence in their decision of all points concerned. But no man has a right to do business in this unbusiness-like way. Christian principle appeared to constitute their chief preparation for business. They seemed not to know that a well established business practice is as essential in conducting the finances of both Church and State, as correct religious principle can be for either. No man's reputation for integrity should be subjected to such a trial as cases like this give rise to. Proper vouchers would avoid the whole difficulty.

Before the war, when much of the money circulating in the West was at a discount, it was often found necessary for bankers to select their best currency to send by express to New York as a basis for exchange. It came to the knowledge of an express agent that a customer was in the habit of marking his packages to save charges. On one occasion the delivery office was notified that a certain package that day sent was believed to be underrated. Said package was not delivered. The banker became concerned, for he did not receive the usual acknowledgment of the money sent. He wrote the agent at the delivery office, and received this significant reply: "We had no receipt for the delivery of the package to which you refer. You are therefore at liberty to draw on us for the amount of the receipt you hold." Just here appears the banker's true position. He was assured by a party he consulted that the express company was responsible. But he confessed to having "dead headed" a few hundred dollars, as he called it. His cupidity had led him to disregard a moral obligation, and to hazard several hundred dollars for the sake of saving a small difference in charges. The tuition he paid was costly, but the lesson he learned was impressive, and it is believed has been turned to good account.

Once more. A gentleman in New York, an author and a school officer, was some forty years ago in negotiation with a party in relation to engaging together in business. He was assured by this country was from six and a quarter cents to twenty-five cents, according to distance, for single postage. And in case of several inclosures there were the rates for each single piece, regardless of size or weight. On one occasion my friend opened a letter from the correspondent, and found that he was actually closing two or more pieces, and hence subject to at least double postage. He stopped not to read this letter, but wrote across one of its inclosures "When you write me again, the letter is single, mark it 'single'; if double, mark it 'double,' if at all, and I will immediately return the letter." Repetitions in this case were thus abruptly closed.

Again, and finally. Under the postal law which I have just referred, a case was submitted to my postmaster of a light letter containing five separate pieces, and he was asked to make the postage on it. His reply was "Now that I know its contents, the price will be thirty-one and a quarter cents. If nothing had been said it would have been only six and a quarter cents." Whether deriving his principles from the law he was enforcing, I know not, but it soon transpired that the postmaster official had no need of money which he could raise at the bank on his indorsed note. He wrote the note, and upon it his own and the required indorsers' names, and raised the money and took care of the paper at maturity. This process was several times repeated, until the writer could no longer stand the practice to expose and public disgrace. How far the government, in the passage of such a law as I have described, and the appointment of this person as an executor thereof, was responsible for the result stated, I know not. But somehow it has always suggested to me to remind my mind that these events may sustain the relation of cause and effect.

The instances cited sufficiently illustrate the existing need of a reform in business practice, and an earnest and persistent effort to perfect it. Every one certainly is entitled to having his rights protected, and no one should be subjected to unnecessary temptation.

The spirit of the prayer so early taught, and so universally approved among us—"Lead us not into temptation, but deliver us from evil," should permeate all business and the tendency of the time seems to be in that sense-puerile must be regarded as defective, which fails to emulate this spirit, and whose fruits are not manifest in a sense of increased security and great confidence in the integrity of persons with whom we engage in business transactions. Fortunately the tendency of the time seems to be in that direction. And I doubt not the business elaborators of the country are ready to unite in efforts to secure the desirable results indi-

cated. I will take time for two illustrations.

1. In banking, even with the smaller institutions of the country, not only is the deposit-book in general use, but the deposit-check is more and more employed, because of the manifest advantage derived from its use. The deposit-check, written up by the depositor, and presented with his deposit at the bank, indicates the amount of currency and the kinds of other deposits as checks and drafts, with sufficient detail to identify them in name and sum, together with the amount of the whole, which gives perfect security to the bank as against any subsequent claim which the depositor might set. And the writer of the check is notified by the depositor by an officer of the bank, at the time of making the deposit operates as a receipt of the bank to the depositor, thus making the depositor's book contain a succession of bank receipts. And when at the close of the month the deposit-book is returned to the bank that the bank take credit therefor for the checks it has paid, it returns these checks which it no longer needs to the depositor as vouchers for credits so taken. These checks the depositor then holds as receipts from the persons to whose order they were drawn. Nothing could well be more or more profitable.

2. I offer one more illustration in the system which the Treasury Department of the Government employs in the assessment, collection, transmission and payment of public moneys. The remarks here presented are based upon the personal experience of the writer some fifteen years ago, while engaged for several years as collector, and also as revenue and receiver of communication moneys. The work of the assessor precedes in order. Lists of persons liable to taxation containing the names of thousands of persons, and often covering in amount hundreds of thousands of dollars, are made under his direction in triplicate. The assessing officer returns one of these lists to the collector the duplicate and triplicate. Upon one of these lists is written a certificate by the assessor, indicating that the assessment has been made pursuant to provisions of law. This the collector retains for collection. Comparing the two lists and finding they agree, the collector writes upon the third a receipt, returning it to the assessor, who forwards it to the commissioner at Washington, who holds it as a basis of a debit to the United States, and to whom the collector reports collections and makes payments, and from whom he receives authority for statements and certificates of errors in assessments or of uncollectible taxes.

The public moneys thus collected are largely expended by the Government within or near the district in which they are raised. The collector, therefore, in person or by his deputies, under instructions from the Treasury Department, makes deposits to his credit with the postmaster or the officer known as United States depositories. The collector sometimes makes cash payments to the Government by honoring the commissioner's draft on him, but more commonly by obtaining certificates of the depository with whom the collections of his district exist, and which he has been authorized by the depository show that the collector has deposited with him to the credit of the Treasurer of the United States the sums named, and are issued in triplicate. The original is sent by the depository to the Treasury Department, the duplicate is retained by the collector, who sends the duplicate to the commissioners for his credit in account, retaining the triplicate as a voucher.

This may seem like red tape, and be perplexing to the novice, but a most perfect system of proofs pervades the whole. Any claim by the collector for error may be located by the page, line and amount, and located by the witnesses may be stamped, and can, in case of any questionable claim. With a hundred thousand items, extending over years of time, and covering a million of dollars in amount, the writer's experience has established the fact that no basis need exist for the collector to disagree with. The certificates of the depository, used for payments, are of the nature of bank drafts made

payable to order, but better adapted to the requirements of this particular form of business.

By the use of payments are made in Washington, while the moneys are yet in possession of the depository, who on issuing certificates to the collector debits him to the Treasurer of the United States.

The general principle upon which a correct business practice should be placed may be briefly stated. If the party making payment to another has a right to a receipt therefor. In case payment is made in the use of checks, drafts, notes, or bills of exchange of whatever kind, they should be made payable to a person named, and to his order. When payment is made in the use of negotiable paper, the right to which is the holder, he should so indorse it as to indicate his ownership and to convey the right of property therein to the other party. In case of selling property, the seller should give a bill of sale to the buyer, which should be duly received in case of payment; otherwise the inference is that the sale is on account. When payment is made in legal tender, the receipt may be absolute; when in other values these may properly be indicated. And as all rights and answering obligations are reciprocal, when the party making payment has a right to a voucher in exchange, the party receiving the payment is equally bound to give the required voucher. This whole subject comes legitimately within the province of business colleges, which may readily provide and successfully employ the requisite facilities for this much-needed work, and whose special duty it is to give to so weighty a matter the attention its importance requires.

Hints to Letter writers.

Most persons have to write letters, and it is desirable that in doing so attention should be paid to a number of details. There is no doubt that the use of letters is one of the great advantages to the writer, while it is always a pleasure to the receiver. The result is promoted by the proper choice of paper and envelopes, pens and ink. All these are so cheap and easily obtainable that there is seldom any excuse for the use of inferior materials, which are once implemented to good writing and indelible of neglect. The writer should endeavor to execute his penmanship in a free and legible hand, so as to be neither cramped and inelegant; nor overloaded with flourishes. Some persons of distinction, we know, have been famous for their bad writing, and it is a fact that they found it very difficult to read it themselves. We do not think there is a valid excuse for this sort of thing, and we are sure that it can be avoided by proper attention and practice. The opposite evil of fine writing, which covers a sheet of paper with fancy curves and baroque flourishes, is almost as much to be deprecated. A somewhat compact hand, with very little display, is the best for all purposes. It need not be formal and precise without character, "like copper plate," in order to be good; but it must be accurate and readable. Some persons think it beneath them to dot an 'i', to cross a 't', and to distinguish between such letters as 'n' and 'm'. In the case of acquiring pleasing those they write to, and getting a good name, will be mindful of such matters. It may happen that the character of a young writer will be partly estimated by his regard to correctness in his letters and we all know how much may depend on the estimate formed.

Spelling is a decided accomplishment, and of even more importance than graceful penmanship. Therefore let diligent heed be given to this, and let every word be spelt as accurately as in a printed book.

When the words are written in a scrawling and irregular hand, when the lines are at uneven distances, or not straight across the page, where capitals are not all formed on the paper, blotting, and the spelling book, the whole letter has an air of decided vulgarity and negligence.

Persons who really ought to know better, and who have had a good deal of instruction, sometimes fall into the error of using small letters where capitals are necessary. Thus they will write a small 'I' for speaking of themselves, instead of using a capital 'I', and

they will even begin proper names of persons and places with small letters, if they do not happen to begin a sentence.

There is another fault of which some are guilty, and it is to write a whole letter as if it were a single sentence. They run on from beginning to end, joining their words with *ands, buts, and so forth*, until their name and place are lost in the whole. Of course such persons never think of their stops; and, indeed, the use of stops or punctuation, is very commonly neglected in otherwise well-written letters. The number of persons who carefully mark the stops in their epistles is very small indeed. The reason, or at any rate one reason, is that it is difficult to teach the rules for the use of stops in actual practice. Such as master the art in any respectable measure consequently owe it to reflection and habit.—*Halfpenny Times.*

Metaphysics Defined.

We have always supposed that the old Scotch woman's definition of metaphysics—that it is "the art of telling what you don't know in language which no one can understand"—was a correct and satisfactory one. The late editor of the *Graphic*, however, has demonstrated that metaphysics, *marvelle dictu*, can be used in ordinary conversation with great effect. He was too modest to say that a certain gentleman was a falsifier, so he declared that "the subjective order of his thought did not correspond with the objective order of the phenomena." Just learn these words by heart some day when you have no business to do, or take them with you on a summer vacation and spend the leisure hours of many weeks in trying to fasten them on the end of your tongue, and you will find them of great moral benefit. When properly uttered, and with the air of a man giving profound research, they will so confound the auditor that his list of all temples will be over long before he can find out what you mean, and if he does happen to come to the conclusion that you have called him hard names, just ask him to reproduce your language word for word, and you will find that the ordinary North American is not up to the strain. It is very hard to tell your wife that she—no matter what—but very easy to say, "My dear, the subjective order of your thought does not correspond with the objective order of the phenomena." She may possibly think that you are trying to tell her in your own way what you think of preceding her with a very scolding sack.

Our Baptist friends must not be too boastful of the size of their denomination. When they are sifted down to the last analysis it will be found that they are only Congregationalists with a close communion attachment.—*New York Herald.*

WEEKS' READ advertisement of Parker's Variety Links.

Display Cuts.

We wish to remind teachers and managers of schools and colleges of our excellent facilities for getting up all manner of display cuts for circulars, catalogues, &c. &c. upon relief plates, which can be used the same way as any display cut from a common printing press, also by photolithography, diplomas, testimonials, college currency, circular letters, &c., &c. Specimens presented on application. Parties having pen drawings which they desire to have reproduced, either by photo-engraving upon relief plates or upon stone by photolithography, are requested to procure our estimates before giving orders elsewhere.

Our Teachers' Agency.

We again call the attention of teachers wishing situations to teach any of the business college branches, and proprietors desiring to procure the services of good teachers in any department, to the fact that we will aid them to the best of our ability, on the receipt of their application, accompanied by a remittance of \$2.00.

Back Numbers of the Journal

can be sent from and inclusive of September, 1877, twenty-five cents in all, which, with the Lord's Prayer premium, will be sent for \$1.50.

The Writing Class.

BY A. W. PATRICK.

XII.

TALK TO TEACHERS.

The capital letters give character, strength, diversity, and artistic character to writing. They introduce broader movement, fuller curves, greater breadth of design, and more marked distribution of light and shade, than we find in the small letters. New principles are introduced into the architecture of the capitals, and hence their classification is different from that of the small letters. The straight lines are now mostly chiseled, and flowing curves take their place. The grace and beauty of writing are largely centered in the capitals. Artistic character is not the least desideratum in penmanship, although it must be of course yield preeminence and value to a simple and legible style. However, these merits are not incompatible, but are happily blended in the best writing.

In the spoken signs of language, we not only aim at clear and unambiguous, but we cultivate taste and expression. The written signs of language demand equal consideration, and have the same aesthetic bearing. We could easily teach the child the mere disposition of the lines in the characteristic forms of the alphabet, and leave out altogether any ideas of symmetry and beauty. The letters can be made stiff and regular; they can be stripped of many of their graceful lines, and remain bare signs of language. But we aim at something more than this. We not only wish to give the pupil a clear and intelligible handwriting, but we also desire to make it pleasing to himself and to others. To accomplish this, we must create in his mind a great ideal of the letters. And this last requires cultivated effort on the part of the teacher.

THE LESSON.

"Well, children, we have gone through with all of the small letters, and we have now come up to the grown-up letters, or capitals. I mean by this, that capitals are the largest letters we have in writing. Let us talk a little about the use of capitals before we learn how to make them. Now, if you will look at your reading books, you will see that every sentence begins with a capital letter, and that words *I* and *and* are written with capitals, and that some other words have capitals. Is not this much better than to have all small letters in your book? How much easier it is to see where sentences begin. How much better the pages look to have some capitals sprinkled in among the smaller letters. How would it look to begin your name, or the name of the place where you live, with a small letter; for instance 'charles's snow, boson.'—writing it on the board with or without capitals?—Which looks the better?"

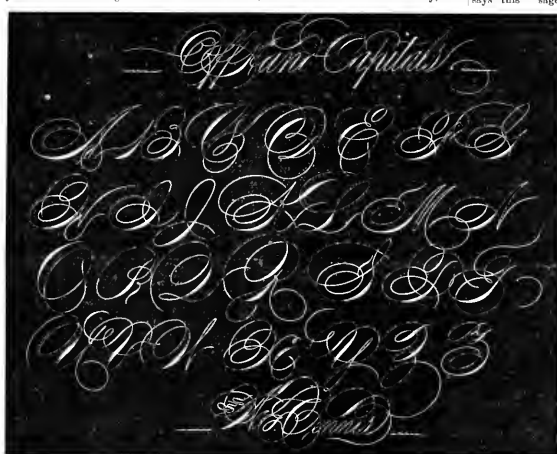
"The capital one," as heard on all sides.

"Would you like to know why these big letters are called capitals? It is because they stand at the head of every sentence, just as a captain stands at the head of a company of soldiers. Now we expect a great deal of a Captain. He should be a capital soldier, or he is not fit to be a Captain. Just so we expect a great deal of these big letters. They should be made in a capital manner, that is, very good indeed or they are not fit to be capital letters."

"If we want to build a house, he would want to make a framework first, and he would build first of these big letters. Now, in making capitals, we want to give each a firm work, and then we can build up each letter. I am now going to give you some letters that have the Capital Stem for a framework."

"If we have the Capital Stem followed by the capitals C, A, and M. Now how much these three letters are like the same things. All of the script letters, both small and capital, come from the same line, and in their capitals, graceful curves take the place of merely the straight lines which you see often in the italics. I want you to look sharp at the Capital Stem. It is only a long curve and an eye, and these, together, make one of the most beautiful forms that we have in writing. You know that an oval is shaped like an egg

This base-oval rests on its right side. I wish now to cut off this oval finish of the Capital Stem, at the base-line, so that we can study the long curve. Tell me if it is the same curve all the way down?" Some say that it is—some, that it is not. "I will change it a little, so that you can tell better about it," introducing the curve. "What do you say now? Is it the right or left curve?" "Right; both these curves unite to make a single line." I now draw a horizontal line through the centre to mark the curves. "What is the upper one?" "The left curve." "The lower one?" "The right curve." "You see that the curves meet at the centre of the stem. This beautiful curve, made of two opposite curves, is often called 'The Line of Beauty.' It comes from two ovals,"—writing one beside the other, so that the adjacent curves touch at the centre. I then trace the upper left curve of the oval, continuously with the curve of the right curve of the first oval, to point out the Line of Beauty. The children are eagerly watching me. "Do you see this Line of Beauty?" "Oa, yes, yes!" "Let us rub out those parts of the oval which we do not care to use, so that the line will stand out alone. Now we have it clear. We will call this the Capital Stem, in writing. To please the eye still more, we swing on to the stem this



The above cut is a facsimile engraving from black board writing, executed by W. E. Dennis, who is now teaching writing at Wright's Business College, Brooklyn, N. Y. Mr. Dennis is justly regarded as one of the most skillful young writers in the country.

upward curve, which completes the base-oval. Now what a broad turn you have to give on the right and the left curve comes right on top. The base-oval is just half as high as the stem, and is longer than it is wide, or it would not be an oval. The lines are all light in the Capital Stem, except the right curve,—has a shade which begins and ends lightly, but is heavier at the centre. The pen must move smoothly to make a good shade."

The Challenge.

I accept the challenge of the gentleman from the sunny regions, and being challenged, have the right to choose the weapons, which shall be the Pen, Reason and Common-Sense. It seems I have stirred up a brace of them in rendering my decision on the problem I sent to the JOURNAL some time ago. It is a relief, however, to note that, while they disagree with me, they disagree with each other. I should have been disappointed had this decision been allowed to pass without a dissenting voice. I knew there existed different methods of representing an individual investment on the ledger. It was a knowledge of this, and a desire to bring the methods before the fraternity and have them discussed, that I ventured to send the problem and give my decision as it appeared. I knew, if my question was raised, it must hinge on the ledger title, "stock," which some authors use to represent the investment of one person. The

gentleman from the far north insists that I shall let "stock" represent my investment previous to the sale, which I positively refuse to do and most emphatically declare to be an absurdity. I have never used the useless term in my teaching, and am happy to state that I use a system of book-keeping whose author had the good sense to ignore it, if it did conflict with a long-established custom. It is a meaningless term, and gives rise to a great deal of inquiry on the part of the learner. This inquiry must be satisfactorily answered by the teacher, who can only say, "It means nothing; only it is used by almost everyone to represent the investment of a person on the ledger." Should that person take in a partner, the student is told to debit stock for its net capital and credit the proprietor for that amount. The next question is, Why will not stock represent two or more as well as one? Because each may not invest or draw out the same amounts, and we would have trouble in finding the net capital of each. The student, if he be of a practical turn of mind, is led to exclaim, "File upon such a term!" I know, when I make these statements, that I am liable to bring needless alarm and vituperation down upon my head from authors who have propagated the term and teachers who have used it. But, gentlemen, I believe it to be an absurdity, and

"a single grain-of-common sense! Will not the conditions of the statement go for something? Will not they show that at the time of sale the business involved \$20,000. When I say sold (approximately) one-half of my business for a certain sum, it must be inferred that I shall receive the property; that the purchaser will receive an equivalent for his money. The assertion presupposes that the business is worth just twice \$10,000. The fact of a sale being made and the parties to the sale being possessed of ordinary business capacity would bar the supposition of insolvency."

"The problem does not state what Rathbun's original investment was; neither is it requisite to the answer. But it does state that at a certain time R. had property to the amount of \$20,000, and sells one-half of it. The "one-half" portion of the text is all that our expert friend can understand. This has no weight whatever in adjusting the accounts. The standard rules for journalizing are as follows: "When a person invests value credit, the person, and debit what is invested." "When a person draws out value, he is debited and the thing credited." On the latter, I have no objection. The condition of the example will only admit of the application of one-half of the rule, as the thing sold out of the business was not an equivalent, which becomes the private property of Rathbun. "Let us imagine," says this "sage,"

"Mr. R. invested \$50,000 and had a net credit of that amount, and the investment being represented by the ledger title 'stock.' The journal entry should be:

Stock, Dr.	\$50,000
To R.,	25,000

This entry plainly shows that Rathbun's net is entirely influenced by the irrelevant "sold one-half" portion of problem, having untouched the fact that Smith had invested \$10,000, for which he must have credit. Now since imagination seems to be the rage, let us imagine. Supposing that, instead of Rathbun's having \$20,000, it actually, at the time of the business, only had a net capital of \$10,000. The entry would be:

Geo. R. Rathbun, Dr.	\$10,000
To Smith, Cr.	\$10,000

It matters not what Rathbun's ledger account shows. Smith must have credit for what he invested. If R.'s credit is only \$10,000 in the first place, he has sold off of his business instead of one-half. Smith's account is the only positive one we have. To regard to the closing of the ledger, I will say that when it is closed and it should be so understood when a business

undergoes a change of ownership, it is the duty of the proprietor's name, which will regulate his account.

The question does not require that the parties share equal investments, but shall share equally in gains and losses. I am sorry to have encroached so much upon your valuable space; and here you will excuse me when you notice that I have been obliged to fore both Rhythms. Hoping that I have fully equipped and answered every question in controversy, I am very truly yours,

Geo. R. RATHBUN, Pica.
W. B. C., Omaha, Neb.

October 15, 1873.

Hints on Making Specimens.

No one specimen in twenty received at the office of the JOURNAL has been executed as to admit of reproduction by the photo-engraving process, and of those that have appeared in the JOURNAL a large number have been returned once or twice with suggestions to the authors to be re-executed. The principal fault in the specimens is of ink used; another, the manner of executing the work, it being generally executed on too small a scale, and over done, with a multitude of useless scratchy lines.

Specimen Copies.

To any person who signifies to us their intention to act as agent for the JOURNAL, and requests extra copies of the JOURNAL to be used to secure subscribers, we will mail the same free on application.



Published Monthly at \$1.00 per Year.
 D. T. AMES, Editor and Proprietor,
 205 Broadway, New York.

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6 months.....	\$3.50	8 months.....	\$5.00		
7 months.....	\$4.00	9 months.....	\$5.50		
8 months.....	\$4.50	10 months.....	\$6.00		
9 months.....	\$5.00	11 months.....	\$6.50		
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Advances for one and three months, payable in advance; for six months and one year, payable by instalments, one-third in advance, and the balance by instalments at the above rates. Reading matter, 20 cents per line.

LIBERAL INDICEMENTS.
 We hope to make the JOURNAL so interesting and attractive that no person or teacher who sees it can withhold either his subscription or a good word; but we want them to do more even than that, to desire their active co-operation as correspondents and agents, we therefore offer the following:

PREMIUMS.
 To every new subscriber, or renewal, mailed forthwith, we will send a copy of the Lord's Prayer.

To any person sending their own and another name as subscribers, including \$2.00 we will send, without either his subscription or a good word, to the sender, a copy of either of the following publications, each of which are among the best specimens of penmanship ever published:—

The Continental Pocket of Progress.....	20x27 in. size	To the Lord's Prayer.....	\$2.00
The Lord's Prayer.....	20x27 in. size	The Marriage Certificate.....	\$2.00
The Marriage Certificate.....	20x27 in. size	The Family Record.....	\$2.00
The Family Record.....	20x27 in. size	Country Normal System of Penmanship.....	\$2.00
Country Normal System of Penmanship.....	20x27 in. size	160 Beautiful School Cards, in different designs.....	\$2.00

For three names and \$3.00 we will forward the Large Continental Pocket, size 28x40 inches, retail for \$2.00.

For seven names and \$7.00 we will forward a copy of Williams & Fawcett's Guide, retail for \$2.00.

For twelve subscribers and \$12.00 we will send a copy of Ames' Compendium of Ornamental Penmanship, price \$5.00. The same bound in gilt will be sent for eighteen subscribers and \$18.00, retail for \$2.50.

For twelve names and \$12.00 we will forward a copy of Williams & Fawcett's Guide of Penmanship, retail for \$5.00.

All communications designed for THE PENMAN'S ART JOURNAL should be addressed to the office of publication, 205 Broadway, New York.

Advertisements will be taken on as nearly as possible on the first of each month. Matter designed for insertion must be received on or before the twentieth. Contributions should be by post-office order or by registered letter. Money included in letter is not sent at our risk. Address: PENMAN'S ART JOURNAL, 205 Broadway, New York.

Give your name and address very distinctly.

NEW YORK, NOVEMBER, 1879.

The Close of Volume III. of the Journal

With the next issue of the JOURNAL will close its third volume. In that issue will be a splendid full page cut of a flourish which, with a fine display of lettering and other flourishing, with two unique bird designs, it will be, by far, the largest and most attractive illustration which has yet appeared in the JOURNAL. Also, there will be a complete alphabetical index to all articles and illustrations that have appeared in the previous numbers of the JOURNAL, together with the prospectus for 1880. Suffice it to say that its prospectus will not only be interesting and promising to patrons, but one full of encouragement and hope to its publishers.

As the JOURNAL enters upon its fourth volume it will be with the full consciousness that it has won a place among the established and successful periodicals of the day. Although we can say successful, there is a still greater success that it would achieve. It would, and we hope it may yet, secure an earnest support from the pens of every thoughtful teacher and author of writing and practical education in the land, and be read by a hundred thousand teachers, pupils and admirers of the art—may it not yet be so? Let all those who now read and patronize it say yes—and each do a small share, and it is done.

Ames' Compendium.

PRICE REDUCED.

Hereafter this work will be mailed on receipt of \$1.50. It is universally conceded to be the most comprehensive and practical guide, in every department of artistic and displayed pen work ever published. No person seeking to excel in ornamental penmanship can afford to be without it.

Professional Penmanship.

The demands from the public for professional pen work have greatly changed and increased within the past few years, not only is the demand greater but much more exacting for good work.

A few years since ornamentally engrossed resolutions, testimonials, memorials, &c., were comparatively unknown save in two or three of the most cities, and in those they were of rare occurrence, while now they are frequent in most cities throughout the country. While the discovery of the various processes for reproducing pen drawings and printing copies of them, by photo engraving, photo-lithographing, the artoplate, &c., has increased the demand for good pen work, and inasmuch as those reproductions enter the field in direct competition with the various kinds of engraving, they of necessity must be executed with a high degree of skill and elegance.

The field thus opened to this accomplished penman is both broad and promising, for taste and profit, and is comparatively unoccupied, for there are now very few professional penmen in the whole country who sufficiently understand the requirements of these processes, or possess the requisite skill to meet their demands. These processes have now become relatively simple, and the person who is capable of giving a perfect copy of the original, but unfortunately, and unlike the skillful engraver, they can impart no good quality or degree of perfection to the print not in the original drawing, hence the artist must now combine his skill with that of the engraver in order to meet this new demand. Those who can do this will surely find ready and profitable employment.

Simplicity in Writing.

We have repeatedly urged the importance of simplicity for rapid and elegant business writing. There are many who write a slow and scribbled hand, and their efforts to make it rapid and varied forms of the letter. The more complicated forms not only require more difficult and complex movements for their execution, but when made rapidly and unskillfully, produce a confusion and intermingling of the writing, which is fatal to its symmetry and legibility, and it is unbecomingly and severely condemned by all business men. We believe that more pupils fail to become rapid and good business writers from this than any other cause.

It seems to be the weakness of most young writers to practice upon a variety of novel forms, apparatus, and systems, and to neglect the simple form, the chief element in elegant writing. This weakness is often manifested in autographs to such an extent as to render them quite as grotesque and illegible as any of the ancient hieroglyphics. It will be observed that one of the distinctive and commendable features of the penmanship system, as given by Prof. Kelley in the columns of the JOURNAL, is the simple, and practical form given for each letter of the alphabet. We earnestly commend this method for teaching and practice to all readers of the JOURNAL.

The Good Teacher of Writing

He who is not only himself a thorough master, but possesses of a degree of enthusiasm and tact sufficient to inspire the pupil with a similar love for, and enthusiasm in, the prosecution of his study and practice. He must be clear and concise in his illustration of principles, ready and quick to detect faults and slip in the aid and suggestions for their correction. We will see that the pupil studies as well as practices his copy. The finger can impart no excellence or facility to the execution of writing which the mind does not first conceive and direct. The fingers can only be servants of the mind, hence the first and a constant aim of the teacher, by analysis and careful criticism, to convey to the mind of the pupil a correct conception of what he is to do, and how to do it.

The United States Educational report for 1877 gives the number of business writers, 123,456, having an aggregate attendance of 24,250 students.

One sided Correspondence.

It is our earnest desire to be courteous and just to all, and especially so to our correspondents and patrons. We therefore ask them not to place us under circumstances which may lead them to think otherwise, which they do by sending communications in which we have no possible means of return, soliciting personal favors or information to give which costs us time and postage. It is only a trifle, a few minutes and three cents, think they, but let them reflect that such communications smother a score or more daily, and there will be no surprise that they are not only unwelcome, but from necessity go unanswered to our trash basket.

Conducting a penman's paper is not sufficiently remunerative to relieve its editor from the necessity of seeking his supply of bread and butter in another direction. He cannot, if he would, devote his time largely to unremunerated labors. We are dropping our correspondence, we say that sufficient writing or one sided letters and postal cards are daily received to occupy our entire time with their reading and answers, and require a dollar or more for postage, were we to comply with the request of their writers.

It is over with the regulars. We are dropping our correspondence, we say that sufficient writing or one sided letters and postal cards are daily received to occupy our entire time with their reading and answers, and require a dollar or more for postage, were we to comply with the request of their writers. It is over with the regulars. We are dropping our correspondence, we say that sufficient writing or one sided letters and postal cards are daily received to occupy our entire time with their reading and answers, and require a dollar or more for postage, were we to comply with the request of their writers.

What War Costs.

It is estimated that the war of the rebellion cost the North \$5,000,000,000, and the South an even greater destruction of property, and a much larger sum, so that it is safe to say that in property alone the cost of the country \$10,000,000,000, to say nothing of the much more valuable sacrifice of human life. Who of our readers can imagine the magnitude of this sum. It is about equal to the cost of the 20,000 tons of gold, or 300,000 tons of silver; loaded upon rail cars, at right tons each, it would make a train of 2,500 cars loaded with gold, reaching over twelve miles; loaded with silver it would make a train of 50,000 cars, and reach over 234 miles. Represented in \$20 gold coins, it would amount to 200,000,000,000, in silver dollars, it would reach 118,333 miles—nearly five times around the globe—and would occupy a rail car, moving at thirty miles an hour, one hundred and sixty-five days to run the length of this line of silver dollars. Expended in the construction of railroads at an average cost of \$45,000 miles, it would construct 210,000 miles, sufficient to encircle the globe four and one-half times, expended for education it would build 1,000,000 school houses at \$5,000 each, and pay the salaries of all the public school teachers in the United States and Territories for three or four hundred years, according to the statement made in the U. S. Educational report of 1875, by which it appears that \$48,302,820 was paid as salaries to teachers in the public schools. We have allowed round numbers of \$50,000,000 in our estimate.

What artist can draw the picture that shall tell of the years of terrible war and carnage—its energies and resources turned to the destruction of life and property, filling the land with wailing widows and orphans, emerging with a million of its best sons slain or crippled, a vast expanse of its fair and fertile fields covered with desolation and a deluge of more than \$2,000,000,000, with what it might have been, had the same human effort and wealth been expended for the development of its untold agricultural and mineral resources, for intellectual improvements, extending its manufactures and commerce, promoting general education, and cultivating the arts and sciences. Verily it might have been made to blossom as the rose—a veritable paradise. Where is the

wisdom that can in future turn the people of the earth, from the terrible blight and scourge of war, to peace and its attendant joy and prosperity?

Hopkins' Manual of Exhibit Book-keeping.

We have before us the advance sheets of a work entitled "Manual of Exhibit Book-keeping," the author of which is Mr. S. R. Hopkins, of this city.

This attractive publication will, we anticipate, clear the doorway for new thought, attract much comment and cause no small amount of interesting discussion upon a generally familiar subject. We should judge, from a cursory examination, that, in any event, the Manual may be safely submitted upon its just merits, to an intelligent and impartial public.

The work is, as its title implies, an introduction to a new and an entirely original method of recording business affairs.

The only features of similarity between it and other systems, so far as we have been able to discover, are the adoption of a review of the past, the addition of elements of record termed "Arcanets." As to the treatment of business transactions, the arrangement and title of books, the classification of accounts, and the plan of arriving at results, it bears so resemblance to the methods now in use. And yet, from what we have seen, it appears to be both simple and practical.

The first part of the work treats, in a most philosophical manner, upon the general principles of book keeping, fully demonstrating its utility and importance.

The subjects of original entries, finance exhibits, theory of principles, philosophy of accounts, and particularly the dealings are each fully and clearly explained.

Following these are several demonstration series, in which a practical application of theories is carried out, introducing the various general and auxiliary books with explanations of their several uses.

The closing portion of the book is devoted to a full and complete system of accountancy in connection with the organization of joint stock companies and the treatment of business events pertaining thereto.

The work throughout is of such a character as to enlist the attention of teachers and practical book keepers, and to all such, wherever and where they are, we commend its careful examination.

Dawning Prosperity.

After many long years of great financial and business depression, during which nearly every industry throughout the land has been paralyzed, the dawn of a revival is hailed by all eyes, and gladness heightened by contrast with the passing gloom and despondency. We venture to predict that this country is now entering upon a period of prosperity more grand than any it has yet experienced, or than any other people have seen since the world began.

We cannot hope to see the day that the severe lesson for frugality and economy taught during the past years of depression will not have been in vain, but that, as the demand and reward for their industry shall increase, will continue to practice economy and prudence, lest the passing wave of prosperity should sweep them away. If, however, they are heedless, they are made, by large gains, that fortunes are made.

Clubs.

We wish to remind the friends of the JOURNAL that this is the season for clubs; they have not yet helped us to the fifty thousand subscribers asked for at the beginning of this volume, but we presume that what is wanting will be made up before we reach the end of Vol. IV. Now is the time to begin—if you desire to send large clubs and small ones. Parties desiring to secure any of our large premiums can send any portion of the required number at a time and have credit upon our books to apply at a future date. We should like to announce the premium desired, with the first names sent. Remember, please, clubs are *trumps*.

A Special Invitation

is hereby extended to all parties who read a paper or opened a discussion upon any of the subjects of the JOURNAL, to forward a copy of the same for publication, in some future issue of the JOURNAL.

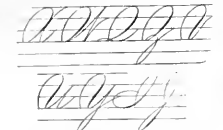
Writing Lesson.

BY E. F. KELLEY.



VIII

A distinguishing feature of the letters in this lesson is the *sixth principle or Revised Oval*.



The *Revised Oval* ascends from base line three spaces by a full left curve on main slant, and by an oval turn is united to descending right curve, terminating at base line, one-third space to the right of point of beginning. Greatest width, one and one-half spaces.

Capital *X* begins with an unmodified *reversed oval* and at half height is united with a descending left curve which, beginning one and two-thirds spaces to right of highest point of oval and at the same height, proceeds on main slant to base line, one and one-third spaces distant from point of oval, and by a short turn unites to right, curve terminating at base line, one space to the right of preceding line and completing the letter.

Capital *W* is formed by the *reversed oval* united angularly at base line to a slight right curve ascending three spaces to a point one and two-thirds spaces to right of oval, and there joining angularly with a very slight left curve, touching base line one and two-thirds spaces to right of oval, and by another angular turn uniting with ascending left curve which, continuing two spaces from base line, finishes the letter. At half the height the distances between the last four lines should be equal.

In capital *Q* the *reversed oval* from the middle point of right side is modified by being curved more rapidly toward the left crossing left curve immediately above base line and continuing horizontally one space to the left of point of beginning and joining, by short turn, a horizontal left curve completing loop one space in height and four fourth spaces in height and continuing to base line, two-thirds space from crossing of loop and ending with right curve on connective slant continued to base line one space to right of oval.

Capital *Z* is formed by uniting to *reversed oval*, by short turn, a left curve forming loop one-half space in height and one-fourth space in width, then by oval turn continuing to base line, one space to right of loop, and finishing with loop similar to that of small *z*, but somewhat fuller.

The first line of capital *V* is the same as that of the *reversed oval*; the second is straight in its middle portion, and, when near the base line, is united by short turn to a right and left curve extending upward two spaces, ending one space to right of oval. Distance between the two points of contact with base line, two-thirds space. Width of oval one and one-third spaces. Distance between middle portion of oval and terminating line, one-half space.

The oval portion of capital *V* is the same as that of *V*, and is continued by right curve carried upward two spaces to a point one space to right of oval where it is joined angularly to a descending straight line continued on main slant to base line and there joined by short turn to a right curve, terminating at base line, one space to right of second straight line. Distance between straight lines, one space.

The first three lines of capital *V* are precisely like those of *U*; the fourth is a straight line on main slant, extending to base line and continued by a loop similar to that in small *y*, but somewhat fuller, which completes the letter.

Capital *I* begins at base line with left curve ascending three spaces, and with short turn to right uniting to right curve crossing the first one-third space above base line, which it reaches one space to the left of point of beginning and terminates with an oval similar to that of the capital stem.

Capital *J* begins on base line and ascends with left curve three spaces and by short turn unites to descending right curve on main slant, crossing first curve one-third space above base line and continuing two spaces below it, where it joins by short curve an ascending left curve crossing right curve one-third space above base line and ending one space to the right of oval. Width of oval, one space; width of loop, somewhat more than one-half space.

PROBABLE FAULTS.

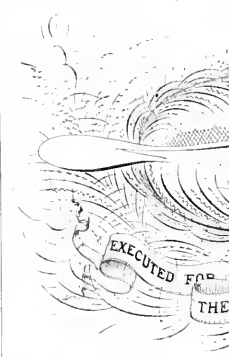
GENERAL.

Making the first line of oval in all the letters too nearly straight, making oval turn at top too narrow or angular, beginning and ending shade too abruptly; beginning shade before the oval turn is completed; shading very downward stroke; slanting too much; making letters too nearly vertical.

SPECIAL.

Curving second part of *X* too much at centre in order to unite with *reversed oval*; separating parts.

Making left curve for second part of *W*;



making right curve for third part; uniting second and third parts a portion of the way; last line too short or too long.

Changing the horizontal position of loop of *Q* to one more or less inclined, making loop too large and too nearly round.

Making small loop in *Z* too nearly horizontal; making it too large, making lower loop too large and not corresponding in slant to oval above; lines of lower loop crossing too low.

Making lower turn of *V* too broad or too angular; making the last line diverge from oval too soon and too rapidly; extending last line too far.

Making straight lines of *I* diverge or converge; making point too high or too low.

The same faults may be found in upper portion of *V* as are mentioned for *I*, and the same in lower portion as given in *Z*.

Beginning at what should be the terminal point in *I*; beginning above the base line; not crossing first curve by second; shade beginning too high and terminating too soon; top of letter too angular; compound curve in downward stroke; downward slant of capital stem oval.

The probable faults of *I*, with the exception of the last mentioned, may be seen in *Z* to these may be added too large loop below base line, or too small, and crossing too low, or too much turned to the left.

For the Penman's Art Journal.

Philosophy of the Art of Writing.

BY ROBERT C. SPENCER.

The origin of language is shrouded in much the same doubt and mystery that surrounds the origin of man himself.

The processes of mental and social development reaching through the ages of human growth and progress are doubtless coincident with language. The history of one is the history of the other. The physical gestures and sounds of the voice, stimulated and prompted by the earliest impulses of necessity and desire, constituted probably the beginnings of language. With continued exercise the power doubtless increased and the horizon of mind widened. Human thought suggested and developed its own vehicles, and in "the fullness of time" invented letters, created writing, and gave to the world a new power of speech that carries with it a charm and potency peculiar to whatever is closely wedded to mind and intelligence.

Standing at this point of time and looking back along the pathways of the race, the steps and processes, slow and halting, by which we have reached our present condition, assume an orderly aspect not before apparent to our understanding. This is true of the art of writing as of other things. The elements out of which the greatest things have been formed are found to be few and simple. Thus the materials from which writing is constructed are in their primary character mere nothing as it were—points in orderly succession, making lines which to the eye are only straight and curved.

That the inventive genius of man should have framed out of such elements an art so linked to his intellectual life, social nature and destiny as to control their fate, may be considered marvellous.



A. A. Southworth is teacher of practical and ornamental penmanship at the Northern Indiana Normal School, Valparaiso, Ind.

I. W. Pierson is teaching writing at the Rochester (N. Y.) Business University. He writes a handsome hand and cuts a graceful flourish.

J. C. Halsted of Herman, N. Y., a graduate of Eastman Business College, is teaching writing classes in St. Lawrence County. He is a good writer.

R. W. Cobb is teaching writing at Sprague's Law and Business College, Norwalk, Ohio. Mr. Cobb includes some very graceful specimens of writing.

C. H. Havens, the accomplished card and script engraver, 43 Beckman street, New York, favors us with an elegant circular, engraved in his own beautiful style.

G. W. Sandy, formerly at the Troy (N. Y.) Business College, is now teaching writing in the State Normal School, Indiana. His penmanship is highly complimented.—*Pennsylvania Argus*.

C. C. Martin is teaching printing, drawing and the commercial branches at "Holding College," Abingdon, Ill. He writes a handsome letter and looks well in a photograph, for which we return thanks.

Charles D. Bigelow, formerly of Springfield, N. Y., has engaged to teach writing in Bryant's Buffalo Business College. He is an accomplished writer, and will undoubtedly win favor in his new position.

J. W. Mehon greets the *JOURNAL* with his compliments in a tastefully executed specimen of flourishing. Mr. Mehon is the very popular teacher of writing and drawing in the public schools of Creston, Iowa.

Ira Mayhew, LL. D., President of May-

227 Car Loads of Gold and Silver.

Secretary Sherman, in a recent address at the Hall of Cooper Union, alludes to the gold and silver now in the U. S. Treasury. He said: "There is now in our Treasury \$172,000,000 of gold and \$20,000,000 in silver. We scarcely realize the magnitude of these sums. We know a million is a great amount, but it is so great as to be indelible. It is near two tens of gold and thirty tons of silver. The \$172,000,000 of gold now in the Treasury would load forty rail cars with eight tons each, while the silver would weigh 1,500 tons, and load 187 cars with eight tons each."

Official Ink

A commission lately appointed by the Prussian Government to investigate the best class of inks to be employed for official purposes, have just presented their report. They state that aniline inks are not suited for this purpose, because they can be easily washed away, especially by preparations of chlorine. Inks in the composition of which alizarin (Adriaen's red) is employed can be obliterated less easily. But they are of opinion that the best of all is that made from gall nuts, and recommend that it shall be used for official purposes and for all documents the preservation of which is of importance.—*London Times*.

hew's Business College, Detroit, Mich., is engaged upon the revision of his "Manual of Business Practice," which he expects very soon to have ready for the press.

A. B. Dodge, who now has charge of the subscription department of the *JOURNAL*, shows his "hand" upon the wrappers of this issue. Although without pretensions as a "Pro," it will be observed that—

He wags a nimble quill, guided by real skill.

A. A. Palmer is teaching large classes at Beckwith, Ind. He is highly complimented by the *Beckwith Tribune*, which says: "The progress of his pupils has been very great, and most of them are enthusiastic in his praise." He begins another term of twelve lessons next Wednesday. Let all hitherto pupils avail themselves of this chance."



I. J. Tuck, Cranbrook, Ontario, sends a creditably furnished slug.

F. P. Frenitt, Fort Worth, Texas, sends a well-executed set of off-hand capitals and good specimens of copy-writing.

Jackson Ogles, Principal of an Institute of Penmanship, Atlanta, Ga., sends several ele-

gant specimens of practical writing and of hand flourishing.

H. Williamson, Raleigh, N. C., incloses, in a well written letter, several attractive specimens of plain and fancy penmanship, also an elaborately and skillfully flourished design of a lion.

F. B. Davis, who has recently completed a teacher's course in the special penmanship department in South's B. and S. Business College, Philadelphia, Pa., and has now entered upon the business of a penman at that institution, sends us a elegantly written letter and a gem of old hand flourishing. Mr. Davis is a promising young penman.



The Writon (Mina) Business College, conducted by H. A. Lumbert, is enjoying a good degree of popularity.

J. F. Davis, formerly at Williamsport, Pa., has been a business college at Albion, N. Y. He favors us with a graceful specimen of flourishing.

South's Commercial College and Literary Institute, New York City, is one of the most popular and successful educational institutions in the South.

A catalogue of B. B. B. Business Commercial College, Chattanooga, Tenn., for 1879-80, has been received. Also from Bogardus's Business College, Springfield, Ill.

The announcement of the Spencerian Business College, Washington, D. C., is received. It is a most elegant and desirable facsimile of writing by Prof. Spencer. This college is conducted by Henry C. Spencer, and is highly popular, as a desirable school.

F. P. Frenitt, who has been having considerable success teaching writing during the past year in Texas, has opened a business college at Fort Worth, in that State. He is a fine writer, and will undoubtedly labor faithfully to win success in his new enterprise.

The catalogue issued by Wright's Business College, Brooklyn, N. Y., for 1879-80, is fully equipped by a system of writing and hand flourishing. By W. E. Dennis, who teaches writing in that institution. A specimen of his elegant hand writing will be found on another page of the JOURNAL.

B. M. Worthington, who enjoys a national reputation as an accomplished writer, has opened the "Lakeview Business College and College of Penmanship" at St. Mark Clark Street, Chicago, Ill. He promises something from his pen at an early date, as an illustration of his skill, in the columns of the JOURNAL.

We are in receipt of the circular, for 1879 and the fourteenth year, of "Pierce's Union Business College, Raleigh, N. C." It is a fast-flying arrangement and business like pamphlet of 56 pages, setting forth fully the admirable plan upon which the college is conducted, and its methods of instruction was awarded a diploma and medal by the Educational Commission at the Centennial Exposition. We do so also to learn that the college is enjoying an unusual degree of popularity.

The Toledo (Ohio) Commercial college, high school, and business college, conducted by Messrs. Dettler and Magee. Speaking of the penmanship exhibited by them recently at the Tri-State Fair in Toledo, Ohio. The writing is most elegant, and has more the appearance of copper-plate engraving than of ordinary writing. The penmanship is artistic, both in its execution, showing the result of careful study and marvelous skill. The catalogue received from the college is written up in good style, and contains a finely lithographed specimen of penmanship.

Mayhew's Business College, Detroit, Mich., is an interesting and well equipped institution, and spaciousness in the "Chamber of Commerce" building, where it is enjoying a growing and a steadily increasing popularity. Mayhew has been long and intimately connected with the leading educational interests of his city and State. Few men in Michigan are more ready for education or been more highly and justly honored for their labor in that direction than Mr. Mayhew. He has been active in promoting the interests of the "Business College and Penman's Association," of which he is an officer. He has been active in promoting before that association at its late convention, Cleveland, O., on "Business Practice and Character," will be found in our column of this issue, and will be read with interest and profit by all interested in practical education.

It is said that the laws of nature are always consistent with themselves. This can hardly be true, since many a man who sowed wild oats has been known to reap hemp instead.

The Gem City Business College.

We copy from the Quincy (Ill.) *Whig* the following highly complimentary article concerning the above named institution:

The success of Prof. Muschman of the Gem City Business College, Quincy, Ill., in securing the *highest prices* at the Illinois State Fair, week-end, can be fact that he is conducting one of the most thorough and successful commercial schools in the country. He was awarded the *first premium* for *best plain penmanship*, *best ornamental penmanship*, *best pen lettering*, and received *meritorious mention* for the largest and best display of penmanship; he was also awarded the *highest prices* for the *best course in book-keeping*. The awarding committee were unanimous in their praise of Prof. Muschman's wonderful skill in penmanship, and unanimously pronounced him one of the best penmen in the country. He has never failed to secure the *highest price* over all competitors, wherever his specimens have been exhibited, a fact which fully sustains the high commendation paid him by the committee.

Prof. Muschman has established for the Gem City Business College a national reputation, and it numbers among its students young gentlemen and young ladies from every State in the Union. The school, which term opened with the largest and best attendance in the history of the school—more new scholarships have been taken out for this term than for any previous term. It is now one of the largest as well as one of the most successful and useful business colleges in the country. The steady growth of the school is owing solely to:

ITS SUPERIOR MERITS.

Its students benefit at all times its best recommendation. The fundamental principle of this college is not in how short a time a student can be graduated, but how thoroughly and efficiently can he be prepared for the active business of the world. The courses of instruction are thorough and comprehensive, and the teachers are experienced educators. Careful personal instruction is given to each student, and they are advanced as rapidly as their individual qualifications will permit. So thorough is the instruction, that the graduates of this college are fully prepared for the coming home business office, many of the graduates of this institution now occupying most business positions in banking houses and business offices in Quincy and in other cities.

THE LECTURE COURSE.

One of the features of the college is the lecture course, which is arranged for each fall and winter. Prof. Muschman has brought to this city during the past two or three seasons the ablest pulpit and platform orators in America, including John B. Gough, Henry Ward Beecher, Prof. David Swing, T. De Witt Talmage, and many others. For this season the Hon. Schuyler Colfax opened the lecture course last Wednesday evening, and he will be followed later by Francis Murphy, the great Temperance orator, the Hon. George R. Leedland, and other fine speakers. These lectures are given under the auspices of the college for the benefit of the students, all of whom are admitted free.

THE BOARDING DEPARTMENT.

It is also one of the features of the college is the boarding department. It is conducted by the college with a view to furnishing first-class board to the scholars, at not cost. The charges for good day board are \$2.25 per week, or about ten cents per meal, and the prices will probably be reduced January 1st to \$2 per week. The boarding department is not a club, but is a large, comfortable building, where the students from the college; everything is taught at the lowest possible prices, and the meals furnished are as good as can be obtained at any hotel in the city. The low price of board reduces the expense of attending this college to students from abroad to a nominal amount. Young gentlemen, young ladies, who desire to fit themselves for active business cannot find a more thorough college than the "Gem City."

Send Cash with Orders.

All orders for books, merchandise, or engraving to be sent by mail must be accompanied with the full amount cash. If ordered to be sent by express, at least one half of the amount should be fact that.

Pithographs.

Knowledge is more than equivalent to force.

Whole homespun is better than ragged velvet.

Avoid three things—wet feet, a bore and a lawsuit.

People's intentions can only be decided by their actions, and not by their words.

To openly offend virtue is to clandestinely defend immorality.

Happiness and unhappiness are qualities of mind, not of place or position.

It is weak and vicious people who cast the blame on fate.

The destiny of life is developed with each day.

No one is ever fatigued after the exercise of forbearance.

As gold is purified in the furnace, so is character refined by suffering.

Hope softens sorrow, brightens plain surroundings and eases a hard lot.

Those who trust on the helplessness are disposed to cringe to the powerful.

It is a fool who praises himself and a madman who speaks ill of himself.

Those days are lost in which we do no good, those worse than lost in which we do evil.

God pardons like a mother, who kisses the offender into everlasting forgiveness.—Beecher.

Fire and sword are but slow engines of destruction in comparison with the habdler.—Steele.

A good report lingers on its way, but an ill one flies straight to where it can do the most harm.

Self-denial is the most exact pleasure, and the conquest of evil habits the most glorious triumph.

Many men claim to be firm in their principles, when really they are only obstinate in their prejudices.

Despise not advice, though even of the unlearned. The gathering of gossip once preserved acquires a home.

Great men owe their fame to the littleness of the rest of the world. Fame is only a reward which the world will not give.

They who have true light in themselves seldom become satellites.

As the western clouds are tinged with gold even after the sun is low to view, so does the memory of a kind act bring a smile to the face when its author would be forgotten.

Some men are with their character much as they are with their money; the less they have the more careful they have to be.

You may meet a rent in a damaged reputation, but you may never meet the reputation quite whole again.

Beware of prejudices; they are like rats and even's easily are like traps. Prejudices creep in, mainly, but it is doubtful if they ever get out.

More immensity of size always astounding; but our wonder at the vast results accomplished by comparatively slight means recedes the longest with us.

A more glorious victory cannot be gained on earth than this, that when the injury lacerates on his part, the kindness should begin on ours.—Zalmond.

Those girls are ever more acceptable when the giver has made the most precious.

He is happy whose circumstances suit his temper; but he is more excellent who can suit his temper to any circumstances.

Life is too short to nurse one's misery. Hurry them across the lowland, that you may have longer on the mountain tops.

The arms of wit ought always to be feathered with smiles; when they fail in that they become sarcasm and like two-edged swords.

Sober sense, self possession, intelligent self-control, are the solid basis of good and lead to a beautiful temple of the soul.

Do not despise the opinion of the world; you might as well say that you care not for the light of the sun because you can use a candle.

The gentle mind is like a calm and peaceful stream that reflects every object in its full proportion. The violent spirit, like the turbulent sea, reflects dark images of things distorted and broken.

An hour spent with a good book is always so much solid and substantial gain. Fire, dust, and smoke are the shadows of our material possessions, but they cannot get at the treasures of the immortal mind.

One had better sail boldly in almost any direction, than to sit without any direction at all. One had better sail in the middle of the sea and drift with any chance wind that chooses to blow.

Many a timid child postpones his first attempt at walking simply because he lacks the courage to exercise an ability which he fully possesses; and many a noble man lacks a noble scheme and grand enterprise fail to the ground from the same cause.

Rightness is a frail plant, which seldom lives long on earth, spruce up when it will; often in quiet, study nooks and corners, but seldom in cultivated gardens. It often blooms where and around the most quiet and then suddenly and unexpectedly dies.

Exchange Items.

HEALD'S COLLEGE JOURNAL, is published monthly by E. P. Heald, proprietor of Heald's Business College, San Francisco, Cal. It is one of the most quiet and readable college papers that find their way to our sanctum. Mr. Heald also enjoys the reputation of conducting the leading Business College of the Pacific coast.

THE ALBUM OF PEN ART.

For September comes to hand well filled with interesting matter and got up in good style. It is a most desirable addition to the library of a semi-monthly. It will certainly give much better satisfaction, as a regular monthly, than as a very irregular semi-monthly.

THE CANADIAN SCHOOL JOURNAL, published by W. J. Gage & Co., Toronto, Ontario, is one of the most quiet and carefully conducted educational periodicals that come to our hands. It contains *twenty-four* of the best specimens of penmanship, education, the teacher had his work. We cannot well see how any live, earnest teacher can afford to let his penmanship to be so much to his advantage than to subscribe for so able and valuable an assistant. New prospects in another column.

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DEVOTED TO THE PRACTICAL AND THE ORNAMENTAL IN PENMANSHIP

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D. T. AMES, Editor and Proprietor.
 W. F. KELLEY, Associate Editor.

NEW YORK, DECEMBER, 1879.

VOL. III. NO. 12.

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The Writing Class.

BY J. W. FAYSON.

XIII.

"Children I wish to tell you three things about the Capital Stem in A, N, M."

It is of full height, well slanted, and the upper half but slightly curved, illustrating on the board. "You will have to try many times before you can write it to suit you, but each time you try is one step towards doing it. If you know just how it ought to make, that will help you to make it."

"After you write the Capital Stem, you have only to make a slight left-curve, on main slant, from the upper point down to base, to have the body of A. You see that

the long curves form a sharp upper angle. Be sure to keep the lines open from the very top, and do not write the letter too much. Then begin the crossing-curve, at just the height of small r or s, on the last curve; carry the line down through middle of letter; let it cross last curve at height of half a space, and end at height of a whole space, carefully illustrating its course. "This crossing-curve is the lower part of an oval. Remember this when you write it, and try to have it please your eye."

I next trace this characteristic part of A, and finish the last curve with the shortest possible turn at base, and then carry up a slight left-curve to two-thirds the height of letter. The children recognize the curve, and all smile like play to make one letter out of another. I tell them that the last curve of N bows forward a little to be graceful. The distances across the middle of the letter are equal.

I now remove final curve of N, and from the turn at base make a slight curve, due to top, on the same slant as Capital Stem; from this point I make a long left-curve, on main slant, nearly to base, half a short turn, and finish with a right-curve at height of one space, and one space to right of main line. "What letter is this, children?" They exclaim, "Capitulum." Make the distance between the upper points one space; keep the three distances even across the middle of letter.

Note.—It will be seen that the alternate curves of M slant alike. The slant of the Capital Stem is a critical point in this group of letters. The second line being upon main slant, and suited angularly to the first, symbolizes that the Capital Stem should be an increased slant.—If on the same slant, the two lines would coincide.

"Here we have the twin letters, T and F."

The framework of these letters is the Capital Stem. But it is shorter by half a space than in the first group, and besides it curves more. The base-oval of T is just the same as m, A, N. But see how different it is in F.

Here the upper line of the oval combines the left and right-curves, and becomes a real Line of Beauty. This Line of Beauty is carried clear across the Stem, and a little to right of it forms a sharp angle with a tiny straight line, illustrating each step. "You can always tell the written letter by this cross, as you can always tell the printed one by its corner-work. T and F are so nearly alike that when you learn one you have almost learned the other. There is a sort of cap that finishes both letters. It is just a small looped-oval and curve. You begin the cap-oval at height of two spaces, pretty well to left of Stem; carry it a little above height of two spaces, and bring to the right-curve of oval within a half-space of Stem; let the inside curve wind through the center, crossing the oval a little below top, and combine with a long double-curve to the right, thus. Name this curve." The silence is ominous of failure. "Wig, children, it is just the same as the top of the base-oval in F; now think."

"Oh! it is the Line of Beauty," cried out little pupil, and all the others agree. "Have the highest point of the double-curve directly over the top of Stem, and carry the curve about two and a half spaces to right of oval."

"What are these letters, children?"

"Erase some of the script lines, and change the rest, so as to bring out the Italian likeness. Next, write the Capital Stem separately, and show how it is modified; that the main part is shorter, and a single curve."

"The base-oval is not changed; but to give a finished look to the Stem, we begin the letter with this introductory right-curve, which makes the Stem in a sharp angle. Observe how the curve drops at first. The second part of F is a long left-curve, which begins at full height, two spaces to right of Stem, and extends on main slant to base. The upper part is well curved. The crossing-curve is the same as in A. The width of F at center is a little less than a space. A critical point is not to unduly widen the letter, which destroys its unity."

Second part of G begins at same point as in H, with a slight double-curve on connecting slant; combines at center of letter, in a narrow loop, with a second double-curve fairly vertical; and finishes with lower turn and final curve, in one space to right of Stem, and intersects Capital Stem, and is at right-angle to main slant. Illustrate to the class how the two double-curves form the same characteristic part as in the italic letter; that the script curves mean just the same as the straight lines of the Italic. Let the pupils analyze the double-curves.

G begins with an introductory right-curve on connecting slant. This curve continues in a narrow turn at top with an incomplete oval, which extends downward two spaces, and then rises half the height of letter; at this point the oval unites angularly with the Stem. The long sweeping curve which begins G, forms, with the left curve of oval a loop, the intersecting point of which is a little above height of one space. The Capital Stem is a single curve, and half the height of letter. In G the Stem is the characteristic part, and the looped-oval forms the body of the letter, as will be seen by comparison with the Roman letter. The main part of G is simply an incomplete oval. A vertical line drawn through top of Stem illustrates the division of the oval.—Primary Teacher.

Teaching Penmanship.

BUSINESS COLLEGE, UNION SQUARE,
 New York, Nov. 24, 1879.

Editor Penman's Art Journal:

DEAR SIR: After all the discussion that has taken place the whole truth has not been reached as to how best to teach penmanship to beginners in Business Colleges. Some hold to the strict analysis of a system; others put the student on movement exercises of various kinds, followed by a drill on the capital letters singly, till some proficiency has been reached; while another class tries to develop ability by correcting the most prominent faults of the individual whatever they may be.

It seems to me that any considerable drill on analysis at the outset leads the learner to think that form is all important. "So wide" and "so high" become his law, to the exclusion of the free movement which is to follow, and without which he cannot become a good business writer.

On the other hand any considerable drill on exercises, for the development of the arm

movement, without some attention to analysis, is sure to make inveterate flourishers. Students, under this kind of instruction, are likely to make good capitals because of the smoothness of their writing, but their small letters will be defective from lack of uniformity. It is this style of teaching that brings out the exceptionally few good writers of a class. They are called the "natural" writers. They may have unusual steadiness of nerve, a good idea of form, or they may be mere imitators. This is not the teaching however that develops the most talent of the greatest number.

It is probable that a person will do that kind of work best which he likes best; therefore, I have found it wise to allow the student to write on books soon after entering upon his course of study. If this is done the method of improving his style of penmanship at once becomes all important. I have succeeded best by allowing him to write whatever copy the regular class lesson might be, during a part of the hour to preliminary principles or exercises, after calling his attention to special faults, one at a time so as not to confuse his mind nor burden his memory. For example, he shades every downward line, or his loops are too long, or his slope is irregular, or his spacing bad. Any of these faults can be remedied to a great extent in a very few lessons. After a little drill of this kind it is easy to decide upon the next step. If he is attentive to the instruction given, movement exercises may follow or be taken in connection with these lessons of forms, and so smoothness and speed, with correct outline, can be learned rapidly. If he is careless, and form, space and slope are still defective, definite analysis must be taught, and individual faults corrected before advancement is allowed. He must learn that small n is not n; that a has no hook at the top; that t and d should not be heavy in the middle, tapering towards both ends; that the loops should not be four or five times the height of the letter; that capital i and j do not loop at the top, &c., &c. All these points, and many others equally simple as the writing teacher knows, are easily learned and go far toward making penmen.

I would by no means throw away analysis nor waste time in the short feature of instruction to classes above the elementary grades; but if students show a total disregard of proportion they should be taught that penmanship is an exact science, and that the forms of letters are no more to be disregarded than those of geometry. Mistakes in penmanship are not considered minor faults; those of penmanship be overlooked.

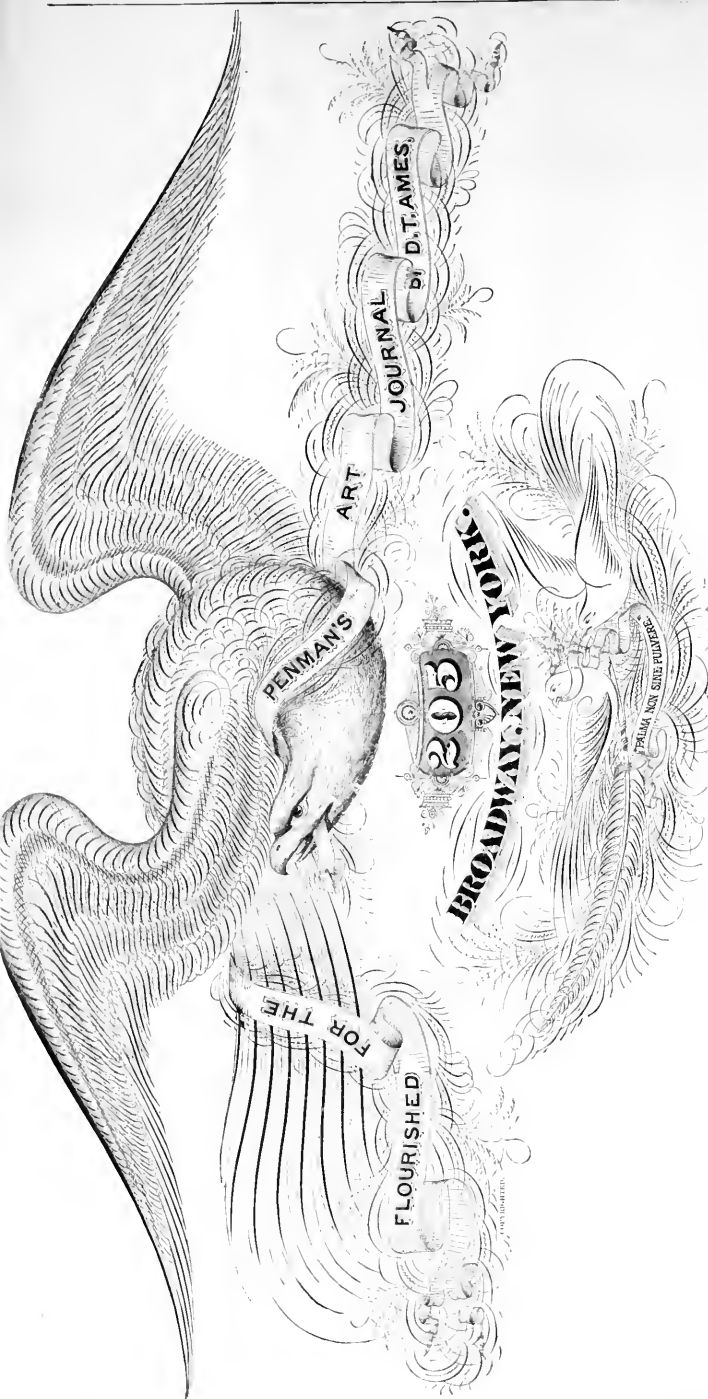
If the ground I have taken is wrong I hope that discussion will thereby be provoked, and that some of the numerous penmen who read the Journal will set me right.

Yours, respectfully,

J. E. CADY.

Index to the Journal.

On another page of this issue will be found a complete alphabetical index to articles that have appeared in volumes I, II and III. This index is thus given entire, because of the omission to publish one for each volume in its close. Hereafter the different numbers of the JOURNAL will be pagel continuously, and an alphabetical index given in the last number of each volume, which will add greatly to its convenience for reference.



you ever after be in a much more flourishing condition than your humble teacher of penmanship.

Having now acquired a good practical handwriting, let us advance one step and interest ourselves for a moment in card-writing.

Admiral Goldborough was a bluff old sea dog, and hated sham and pretence. An airy young diplomat, a great man of society and fashion, called on the admiral, and finding him out, left his card with the letters E. F. penciled on it. The brave salt was puzzled thereby, and when the young man accosted him on the street and asked, "Did you get my card admiral?" he shouted out, "Yes! and what's the meaning of E. F. that you wrote on it?" "Oh, why that means *en passant*, that I called in person," "It does, eh?" said the admiral, and went off in a mood of disgusted meditation. In a few days he returned the call by sending his card around by a messenger, first writing S. B. N. in one corner. Again the two met. "You received my card, did you?" inquired the admiral. "Yes, and what does S. B. N. mean?" asked the polite young man. "Sent by a sinner!" thundered the admiral.

We are now so far advanced in penmanship that its complete *modus operandi* is so familiar to us as to be almost automatic. This leaves time to investigate the origin of language even anterior to writing as a means of conveying thought; and by careful research we have discovered that spoken language was first introduced to this world during Adam and Eve's first quarrel when one word brought on another.

The first attempts at writing were rude pictures of familiar objects near signs of ideas. Afterward these signs grew less and less resemblance to the objects they were originally intended to represent, and in an artistic sense any one of them would have been considered a very bad sign, but at the present time the worst sign known is to sign another man's name to a note.

We have in this very exhaustive cyclopedia of penmanship, considered the qualities of the teacher of penmanship, the materials with which he is enabled to easily acquire, understand and the manner in which it is done. We have now but to speak of rapidity of execution and our task is ended. Of course, other things being equal, the man must be given to that person or class of persons who shall execute work in the minimum of time. Innumerable experiments have been conducted under the most varying circumstances with uniform result and the decision must now be considered final, that female copyists work more rapidly and for the very conclusive reason that they are always anxious to have the last word.

The Illustration

which is given upon this page is photo-engraved from an original pen-and-ink specimen of our own design and execution; the size of the original is 28x48. We have the same lithographed and printed upon good paper 24x32 inches in size, a copy of which will be hereafter mailed to every person sending in his renewal or subscription for the *Journal*, or should they choose the "Lord's Prayer," 19x21 or "Centennial Picture of Progress," 22x28 inches in size, they can have their choice by stating it with their subscription, or all three of the premiums for fifty cents additional to the regular subscription.

Either of the premiums are richly worth the price of the subscription; should any of our patrons desire a duplicate of the cut, they can have the same with any part of the matter, not desired, omitted, for \$7.20; the scrolls can be mortised at twenty cents each additional.

Glossy Ink.

A rich gloss may be imparted to any common writing ink by adding to the ordinary cone bottle a small quantity of gum-arabic or white sugar. Caution must be exercised, as too much sugar will leave the ink sticky when dry, and too much of either gum or sugar will destroy the flow of the ink; most of the glossy ink advertised and sold for that peculiar quality, is simply common ink treated as above. Davids' School Ink or Maynard and Noyes' thus treated makes a fine ink for specimen work.

Will they Explain?

A recent subscriber to the *JOURNAL* from Rochester, N. Y., says: "I have just received a copy of the *JOURNAL*, and I was surprised that the penmen of Rochester should rub it down." The columns of the *JOURNAL* are open for their explanation; perhaps they can thereby assist us in our endeavor to make it worthy of their discriminating judgment and high appreciation.

Begin Subscriptions with the Volume.

It will be remembered that the next issue will begin a new and fourth volume of *The Journal*. As far as possible, it is desirable that subscriptions should begin with the volume; subscribers will thereby more readily keep account of the period of their subscriptions; and where preserved, the files will be more complete and convenient for reference. We wish subscribers to bear this in mind, and only in the rarest of their own, but while soliciting the subscriptions of their friends.

Subscriptions may begin (until further notice) with any issue of the *JOURNAL*, silver and inclusive of No. 6, Vol. 1, (Sept., 1872). All the *forty-two* numbers, by numbers, and the advance numbers for Vol. IV, *forty-two* numbers, will be sent with a choice of either the "Lord's Prayer" or "Eagle" as premiums for \$2.50; for \$3.00 will be included both these premiums, and a copy of the "Centennial Picture of Progress," 20x28.

The premiums above are with the money as loaned, and for school room pictures, and to any minister of the free article pen work they are each worth the entire amount.

Shall I Renew my Subscription?

Is the question with many whose subscription expires with this number of the *JOURNAL*.

Well, yes, of course you will, and get a friend or two to join you for a club. If you have any doubt about it, just read our prospectus the names of promised contributors, consider the premiums to be sent with the first number of the *JOURNAL*—above worth your money—and the twelve numbers of the *JOURNAL*, each to cost you two or more *face-value* specimens from the pens of our best pen artists, and the volumes filled with a constant fund of information invaluable to you as a teacher, pupil, or lover of skillful penmanship—consider all these and say if you can afford, yourself not to renew, or fail to invite your friends to subscribe. We shall anticipate your renewal, and hope for the club.

Clubs.

Now is the time for our friends to secure clubs for the *JOURNAL*, every writing teacher can easily secure a club from each of his classes and the greatest service he can do his pupils next to giving them a good course of instruction, will be to induce them to subscribe for the *JOURNAL*, this is absolute of teachers.

Not in all the business colleges and public schools; they can not only secure the subscription of their pupils, but do them a substantial favor. Read our premium list, and if nothing therein named is desired, send us our special list of cash premiums—don't lose sight of the clubs (great, or small, let them come!) We repeat it, let them come!

Permanent Link.

Is quite a consideration in all important documents. *W. T. & Co., Importers of Pens, No. 135 Fourth Avenue, New York*, have favored us with a bottle of their gold ink which is a strong black color, does freely, and is warranted to retain its color for any length of time. It appears to be a commendable link for general business purposes.

Model Copy Books.

The publishers of the model Copy Books, with sliding copies in them, that these books are obtaining great favor, and their success has been even beyond the large expectations with which they were conceived.

We are glad to learn that this series is rapidly growing into popular favor.

Appreciated.

We are pleased to meet the growing popularity of the practical writing lessons he has given through the columns of the *JOURNAL*, by Professor Kelley, which is evidenced by the numerous applications for permission to reprint them for other educational publications.

A Remarkable Case of Alleged Forgery

Within a few months a remarkable case involving forgery and fraud has been three times tried in the courts of New Jersey. From the evidence presented at the trials, it appears that in 1873, A. D. Gibbons exchanged a farm in Rahway, N. J., valued at \$30,000 with H. L. Potter for other property valued at \$14,000, taking a mortgage upon the farm from Potter for the remainder \$16,000, which was secured by subsequent payments by the first day of August, 1876, to \$9,200, at which time, as Gibbons alleged, a payment of \$300, to apply on the principal was made, and an endorsement entered upon the mortgage, and a duplicate receipt given for the same; but upon the second trial, Potter alleged that he had paid \$8,200, which accords with the endorsement upon the mortgage and his duplicate receipt; Gibbons swears that he received a payment of only \$300, and that the endorsement and receipt, which he signed, were for that sum only, and that the word "eighty" was subsequently added to such as he believes, by Potter, and accounts for his opportunity for doing so in the endorsement as follows: After the \$300 were paid, and an endorsement made accordingly, Gibbons noticed that the usual figures expressive of the sum had been omitted, and so placed the letter "e" after the "y" so that he might as well add them. Potter at once sent himself and apparently as he requested, folded the bond carefully, and returned it to Gibbons, who, without examining the same, deposited it in the customary place for safe keeping.

Subsequently when called upon for further money, Gibbons referred to Gibbons \$1,000 with interest, as full payment for the mortgage which Gibbons refused, claiming \$9,000 with interest. When Potter says, "you know I paid you \$8,200 of the principal last August." "No," says Gibbons, "you only paid \$300." "I paid you \$8,200," says Potter, "and you put the endorsement upon the bond will prove it." Upon examining the endorsement on his bond, Mr. Gibbons, to his surprise, found that it did read for "Eighty Three Hundred Dollars," and that the figures which he had requested Potter to add were still wanting on the face following the word "eighty" the endorsement as it now appears upon the bond.

Gibbons at once began proceedings for the foreclosure of his mortgage and the recovery of \$9,000 with interest. The case was able tried before the Vice-Chancellor of New Jersey, who rendered a decision in favor of Gibbons. Besides the contradictory statements of the parties themselves, there could be but little evidence beyond that of expert testimony. Being called in that capacity, we gave it as our decided conviction that the word "eighty" in the endorsement did not appear to have been written continuously and in the same handwriting with the remainder of the endorsement. It had all the variations that would naturally exist were the space it occupied left a blank and subsequently filled by the same person, under circumstances changed, and as represented by Mr. Gibbons. The variation in the length of line, spacing of letters, direction of slope, peculiar absence of parts of letters, and the dot to the *i*, extension of the word beyond the marginal line of the bond, the peculiar slip in the *y* as it crosses the *p* below, the marked difference in the whole general appearance of the word, the unusual expression of the words "eighty three hundred" in place of the more common "eight thousand, three hundred," and many other circumstances were named as indicating that the word "eighty" was written at another time and subsequent to the balance of the endorsement.

Immediately subsequent to this trial Potter was indicted upon separate charges of forgery and fraud; upon the first trial for forgery the jury disagreed, standing, as we

are informed, eleven for conviction to one for acquittal. A subsequent trial, through the extraordinary effort of able counsel who tried the case purely upon technicalities, Potter was acquitted of the crime of forgery. The charge of fraud remains to be tried. The final decision of a case so remarkable will be watched with peculiar interest. We have inserted above an excellent fac-simile of the entire endorsement, that our readers and brother experts may apply their own skill to the examination, and shall be pleased to know how far they may agree with us in our opinion as expressed above, regarding the same.

Increased Rates for Advertising.

Owing to the largely increased circulation of the *JOURNAL*, heretofore the regular rates per line, single insertion, will be twenty cents; no advertisement received for less than sixty cents.

Writing Lesson.

BY R. F. KELLEY.



The Seventh Principle or Capital Stem is a prominent feature of all the Capital letters we have yet to analyze. It consists of a left curve on main slant beginning three spaces from base line and after continuing for one and one-half slants descending, it joins a reversed oval, touching base line and extending half the height of principle, terminating one-third space from descending line, and one and one-fourth spaces above base. Length of oval, two and one-half spaces; slant, fifteen degrees.

The importance of this principle must not be overlooked, as in these lessons it will appear in thirteen letters, or one half the entire alphabet, and its use may be frequently extended to five other letters. We prefer, however, to limit itself its use, and will add that several of the thirteen letters may have other forms from which, in a business point of view, this principle may well be excluded;

two upper points, between the two short lower turns and between last curves, each, one space; distance between the four long lines, at half the height, one-third space, each.

Capital T consists of two separate parts, a capital stem and a part called the *cap*. The *cap* should be made first, as correct proportions can more easily be attained than when this thin stem first is made. The time required in making the letter in this order is much less. Begin two spaces from base line, with left curve ascending on main slant, one space; make short turn and continue upward with left curve parallel to right arc, crossing right curve near the top, to full height of letter, then change to right curve, terminating four spaces to right of point of beginning. The capital stem is modified by being shortened one-half space and by being curved more rapidly at top, the remaining portion being the same as in A, S, and M. Width of loop and spaces to left and right, each one-third space.

From T precisely like T to the highest point of oval, then continue with horizontal right curve to a point, one-third space to right of capital stem and one and one-half spaces from base line, then finish with slight left curve continued downward one-fourth space on main slant.

Begin at base line with reversed right curve, continuing two and one-half spaces, and uniting angularly with capital stem, the upper portion of which is nearly straight, and the lower part unmodified. From a point three spaces from base line, and two spaces to right of capital stem, extend left curve to base line, one and two-thirds spaces to right of oval. This line should be nearly straight in its lower portion. Finish by crossing as in A. Distance between points at top, two spaces, between points of contact with base line one and two-thirds spaces; the space in capital stem above first right curve somewhat larger than that below.

The right curve and capital stem in K are like those in T. From a point three spaces from base line and two spaces to right of stem descend with left and right curve to capital stem, one and one-half spaces from base line, where a small loop should cross stem at right angles with a slight right and left curve descend to base line, touching it one and two-thirds spaces to right of stem, and by short turn unite with right curve terminating at head line, one space from preceding line.

Our London Agency.

For the convenience of the great number of applicants for the *JOURNAL* and our publications in Great Britain, we have established an agency with the well known London News Company, 11 Boulevard St. (Fleet Street), London, through which the *JOURNAL* or any of our publications may be safely and conveniently ordered; we hope thereby to largely increase our already numerous list of subscribers among our British countrymen. Those who desire can continue to remit directly to us.

Reply to that Challenge.

A lengthy article received from Mr. H. M. Wilson of Madison, Wis., in reply to Mr. Rathbun's article under the head of "Challenge" in the November number has been omitted from this issue for want of space.

Amen's Compendium.

PRICE REQUIRED.

Hereafter this work will be mailed on receipt of \$1.50. It is universally conceded to be the most comprehensive and practical guide to the pen work of the penman, and is published by the penman's penman. No penman seeking to excel in ornamental penmanship can afford to be without it.


Look out for the New Year's Number of the *JOURNAL*, it will be interesting. Those not subscribers, should send ten cents for a specimen copy.

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THE TIMES
COMPANION
TO THE
PRACTICAL
PENMAN

COMPLETE IN

This work is universally conceded by all generally, to be the most comprehensive, judiciously ever published. Sent, postpaid, for a premium for a club of twelve subscribers, the cheapest rate, by the publishers.



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tion and the art of penmanship in the country.
—The Freeman's Journal.

It is well edited and artistically illustrated, printed
on excellent paper, and exerts a most beneficial
influence. No better paper of its kind has ever ap-
peared in this country, suitable circulation is broad-
ening every day and well distributed. Its readers are
well satisfied to receive the lively support of every
interesting penman. *—Household.*

It fosters and extends a love for good penmanship
and contains beautiful specimens of the art, which
should be seen and studied. *—Academy, (art, from
America.)*

It is richly edited and artistically illustrated. Her Editor,
Mr. Ames, is a master in his profession, and will cer-
tainly doubtless make the Freeman's a model of its
kind, and a valuable aid to all teachers of writing.
—Free School Journal.

THE FREEMAN'S ART JOURNAL, of New York, requires
no critic to recommend it. *—Young Canadian, Man-
hatten Council.*

THE FREEMAN'S ART JOURNAL, is an interesting and
beautifully illustrated paper, devoted exclusively to
the Art of Penmanship. Mr. Ames is its Editor, a
pen artist of irreproachable skill. *—The Enterprise, New-
York.*

There is scarcely no man on the Continent, less
than that Post, whose constant sketch a professional
man, and show that he is truly pen in many and beautiful
and, and show that he is truly pen in many and beautiful
of penmanship.

It is one of the best publications of the kind ever
issued. *—Globe (art.)* Philadelphia.

It is a most valuable journal for pen men
and

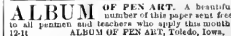
THE FERNMAN'S ART JOURNAL is filled with very interesting readings for all friends of the art it represents. *"Annapolis and Medley, Toledo, Iowa."*

It is a true, practical journal, devoted most exclusively to penmanship. It is profusely illustrated and includes this much neglected subject in a masterly manner.

It is exclusively edited by one who understands the business, who is not only a calligraphist himself, but who also knows how to get up matter for a really interesting paper for his brother penmen. The last price is \$1.00.

It is a valuable paper for all lovers of pen art, and throughout we cannot but praise the genius of Ames, which saying enough—*Penman's Help*.

It has been our privilege to have perused some of almost all publications that have been before the public on this subject for the past twenty years, and we have never yet seen anything to equal the *PENMAN AND JOURNAL* in artistic design, and valuable information in reference to practical and ornamental penmanship.—*Terre Haute, Ind., College Journal*.

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Schools. For Circulars containing commendations from prominent educators in all parts of the States, and for particulars, address the author and publisher, J. C. BRYANT, Buffalo N. Y.
Matthews Bros. and Bryant's Printing and Publish.

SEND 35 cents to W. P. COMPELT, Kingsville, Ohio for a package of copies of Business Writing, or 12 cents for capitals and figures written in superior style 12-11.

ALBUM OF PEN ART. A beautiful number of this paper sent free to all penmen and teachers who apply this month 12-11. **ALBUM OF PEN ART,** Toledo, Iowa.



